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ABSTRACT

This document is a manual for training personnel working with programs in the New York State Mentoring Program (NYSMP), which promotes mentoring as a way of motivating children to stay in school and make successful transitions to adulthood. Section 1 treats the state program's operating structure, covering general broad objectives, a mentoring database, the role and work of an advisory committee, and mentoring programs for middle school children; it also describes the appropriateness of mentoring for this age level, program structures, the mentor role, and special challenges for this age group. Section 2, "Elements of Effective Programs," covers mentor/protege recruitment, screening, selection, and retention; and matching mentors and proteges. Section 3, "School-Based Mentoring Programs," treats planning teams, assessing student needs and available resources, developing a mission statement, establishing goals and objectives, and developing an action plan. Section 4, "Models for Installing Mentoring Programs," describes the Corporate Mentoring Program at Schenectady (New York) Schools, the Advanced Studies Mentors Program at a Bronx (New York) intermediate school, and a pilot sixth grade mentoring program at a New York City junior high school. Section 5, "Evaluating Your Mentoring Program," includes suggestions for program structuring, implementing, and reporting; and sample forms for coordinators, mentor feedback, protege feedback, and a parent questionnaire. (JB)

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MENTORING PROGRAM

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PROGRAM OPERATION TRAINING MANUAL

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I. NEW YORK STATE MENTORING PROGRAM OPERATIONAL STRUCTURE

II. ELEMENTS OF EFFECTIVE PROGRAMS

III. SCHOOL-BASED MENTORING PROGRAMS

IV. MODELS FOR INSTALLING MENTORING PROGRAMS

V. EVALUATING YOUR MENTORING PROGRAM

I. NEW YORK STATE MENTORING PROGRAM OPERATIONAL STRUCTURE

NEW YORK STATE DECADE OF THE CHILD

MENTORING PROGRAM

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NEW YORK STATE MENTORING PROGRAM FACT SHEET

I. THE NEW YORK STATE MENTORING PROGRAM (NYSMP)

Established by the Mentoring Advisory Committee under the leadership of the First Lady of New York, Matilda Cuomo, the New York State Mentoring Program promotes the use of mentoring as an important strategy for motivating children to stay in school and make successful transitions to adulthood. The New York State Mentoring Program:

- facilitates the implementation of school-based mentoring with an emphasis on the middle school level.
- educates, recruits, and trains mentors on how they can have a significant impact on the lives of young people.
- provides valuable information to potential mentors, students, parents, and those wishing to start mentoring programs via the 1-800-82-MENTOR hotline, which was developed by the New York State Labor Department.
- highlights successful mentoring programs throughout the state and provides technical assistance to new and existing mentoring programs.

II. MENTORING RESOURCE DATABASE (MRD)

The Mentoring Resource Database (MRD) was created as part of the NYSMP to serve as the central clearinghouse in New York State for information on mentoring and mentoring programs. The MRD provides technical assistance to existing mentoring programs and to organizations considering creating a mentoring program. The MRD referral system links volunteers and students with mentoring programs across the state.

III. THE NEW YORK STATE MENTORING ADVISORY COMMITTEE

The New York State Mentoring Advisory Committee, created in 1987, is comprised of members from school and business alliances, the public, private, and non-profit sectors, and community mentoring programs. It's mission is the promotion of mentoring throughout the State of New York.

The Mentoring Advisory Committee believes that students in the exploratory middle school years are at an exceptionally responsive stage of development for benefiting from a one-on-one supportive relationship with a caring, responsible adult...a mentor who can help in the development of a sense of personal worth, educational potential, and self-realization. Mentoring can be a continuum of support for students from the earliest grades through junior high and high school. In the words of Mrs. Cuomo: "We need to help young people develop a positive attitude, self-esteem, and the practical skills needed to master their own lives. Mentors can make young people feel they are special--that someone in addition to their parents and teachers is on their side who cares. As patient listeners offering guidance, mentors can help work out difficulties in a student's personal life, help him or her develop strategies for overcoming obstacles in school, and make suggestions for pursuing his or her career. Our children must feel secure and look forward with self-esteem to get them through their pre-adolescent and adolescent years."

The Committee's work is designed to help mentoring programs reach young people as early as possible, to motivate, to guide, and to encourage them to stay in school. The long-range goal is to ensure that young students in the middle school are prepared to make the transition to high school, to the world of work, and/or to higher education.

★★★★★★★★★★★★

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NEW YORK STATE DECADE OF THE CHILD

MENTORING PROGRAM

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BEGINNING MENTORING AT THE MIDDLE SCHOOL LEVEL

I. Introduction

The New York State Mentoring Committee believes that students in the exploratory middle school years are at an exceptionally responsive stage of development for benefiting from a one-to-one supportive relationship with a caring, responsible adult...a mentor, who can help in the development of a sense of personal worth, educational potential, and self-realization. Mentoring can be a continuum of support for students from the earliest grades through junior high and high school.

Increasing numbers of children are being raised without adequate guidance today. Many children get "older" but remain limited in terms of educational, cultural, and recreational enrichment because of their life circumstances. They face difficult situations and may not have the resources and support conducive to healthy educational and emotional development. These middle school children are frequently unprepared to take advantage of career and/or higher education readiness programs in later junior high and high school because of their lack of positive early experiences.

Planned mentoring relationships can give young children positive role models that they may be lacking in their own environments. A meaningful relationship with a supportive adult in the middle grades offers the child someone to whom he or she can turn at times when no other adults are available. Mentors can teach children how to obtain help from other helpful adults in their world.

Middle school children are still unburdened with the additional academic and social pressures of junior high school and can utilize the mentoring relationship to help them begin to identify and solidify academic skills and personal goals.

The transition from middle school to junior high school involves new environments, situations, adults, peers, and expectations. It is at this stressful time that many vulnerable students begin to show a lack of motivation, discipline, and respect for authority in their

effort to fit in with their peers. They may begin patterns of truancy and other inappropriate behavior which distances them from school. Students at this stage of development are too often willing to sacrifice personal goals and values in exchange for acceptance by their peers.

Mentors can provide meaningful on-going assistance to middle school children as they make the transition to junior high school with all it's new pressures. The better prepared and confident students are at each new level of academic challenge, the more able they are to effectively attend to their school work and becoming educated.

II. Program Structure

Programs which focus on a specific project or subject matter have a basis for not only beginning a mentor/student relationship, but for ensuring the continued interest of the student in being involved.

Ideally, a mentoring program can be organized so that mentors can reinforce academic skills and content information of the curriculum at various levels in interesting out-of-classroom ways. The students can see that their mentors value what is being taught in school, the students learn more effectively by seeing a practical application of what they are learning, and the mentors are more meaningfully involved in the students' school life.

Schools need to designate a liaison for mentoring activities in order to ensure consistent orientation, training, communication, assistance to students, and overall assessment of progress.

There has to be a coordinated relationship among the school, parents, mentor, and student. Community organizations which provide adult and/or student activities should be included in the relationship, offering support services and community-related activities to meet specific needs.

Since the development of the trust and confidence necessary for an effective mentoring relationship takes time, programs should set specific and regular meeting times -- ideally, once a week over the course of a year.

Am effective system for screening, training, and matching mentors and mentees is crucial to a program's success.

III. Role of the Mentor

Helping develop the student's self-confidence is the overall goal of the mentoring relationship. Providing companionship and making the student feel comfortable are more important than specific activities, but the following suggestions can help shape the form of a relationship. Mentors can:

> Provide role-modeling for the student. Children learn better from what they experience than from what they are told.

Help the student apply what he or she is learning school by visiting interesting places such as museums, parks, and historical sites.

Broaden the student's knowledge by exposing him or her to new situations and cultural experiences.

Introduce the student to the mentor's career and workplace and how he or she got into this type of work.

Help to interpret or make sense of situations the student finds confusing, or with which he or she is having difficulty.

Act as a tutor; help the student with homework and school projects; encourage the student to discover and use the resources of the public library.

Support positive behavior, attitudes, and ambitions.

Teach the student to be of service to others.

Teach the student how to identify and make connections with other adults in the community who can be of help.

Use the mentor's own network to enlarge the student's world.

Help the student to develop strong communication skills by asking him or her to talk about (and to write about) themselves and their experiences.

Help students to learn how to plan. Use pocket calendars to help them learn how to make appointments and keep commitments.

Be available through personal visits and by phone when necessary.

IV. Challenges in Mentoring Middle School Children

Middle school children range in age from ten to thirteen. Many parents are reluctant to give permission for their children to accompany "strangers" away from school. After-school homework clubs or special interest groups for activities such as chess, model building, or sports, which have school approval are appropriate vehicles for involving supportive adults with children at this age level. Careful screening with reference checks and interviews with mentors to determine their backgrounds, motivation, interests, and expectations are necessary. Mentors must be trained, and mentors and mentees thoughtfully matched.

Parents may resent the relationships that their children form with other adults. However, involving parents in some of the activities can lessen this potential difficulty.

Children at this age may be self-conscious and may find it difficult to relate to an adult other than the school staff. Children understand the roles that school staff members play;

they may not understand the mentor's role. The mentoring relationship should have a specific basis with the expectations of the mentor and mentee made very clear. The mentor/mentee relationship should be fun.

V. Concluding Remarks

Joan Lipsitz, author of Schools for Young Adolescents, notes that middle school children do "not have many opportunities to interact with a diverse group of adults from outside the school. The absence of such interactions results in part from an almost total lack of emphasis on opportunities for meaningful participation in their community."[1] This lack of effective participation in their community makes young children prey to the many negative forces which can pull them away from healthy development. What better way to counteract those forces than to intervene with the positive, empowering help of a strong mentoring relationship which helps the child see his or her future role as a constructive member of society?

Additional Sources:

Report of the Commissioner's Task Force on Children at Risk, (N.Y. State Education Department, Sobol, 10/14)

Abell Foundation's Mentor Manual

* * *

This paper was prepared under the direction of Arlene Mark by the New York State Mentoring Committee, Matilda Cuomo, Chairperson.

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[1]. Lipsitz, Joan. Successful Schools for Young Adolescents, New Brunswick, N.J., Transactions Books, 1984

II. ELEMENTS OF EFFECTIVE PROGRAMS

1. MENTOR/MENTEE
RECRUITMENT, SCREENING, SELECTION, & RETENTION

MENTOR/MENTEE

RECRUITMENT, SCREENING & SELECTION,

RETENTION

This section of the Manual discusses the processes of **recruiting, screening and selecting, and retaining** mentors and mentees. Beyond the assistance which it may receive from the New York State Mentoring Program, every local program will be faced with the need to effectively engage in these activities as part of ongoing program operation.

RECRUITMENT OF MENTORS

Volunteers are responsible adults expressing the desire to extend their services in a helping capacity with youth. While professional experience in dealing with youth (teachers, human service workers) may be helpful, it is not required or expected to be representative of the majority of prospective mentors.

It is expected that volunteers will reflect the sampling of all socio-economic levels, ages, and professional/personal backgrounds. The only anticipated commonality among volunteers will be the sincere desire to responsibly contribute time to enrich the lives of youth.

Recruitment Sources

Given the broad personal and professional characteristics of volunteers as described above, the process of recruitment could begin with answering such fundamental as:

- ✓ Where do our potential mentors live?
- ✓ Where do they work?
- ✓ Where do they shop?
- ✓ Where do they recreate?
- ✓ Where do they worship?
- ✓ To what clubs do they belong?

Using these and other relevant "*where*" questions, we now know where to look for potential mentors. The following **agencies/offices** may also serve as possible sources for volunteers:

- ♦ Affirmative Action Offices
- ♦ Veterans Administration Offices
- ♦ Consumer Affairs Offices
- ♦ Probation Departments
- ♦ Youth Bureaus
- ♦ Offices for the Aging
- ♦ Office of Advocate for the Disabled
- ♦ Women's Centers
- ♦ Employment & Training Offices
- ♦ Parks Departments
- ♦ Leagues of Women Voters
- ♦ Local Corporations
- ♦ Local Chapters of N.Y.C School Volunteers
- ♦ Local Religious institutions
- ♦ Union Locals
- ♦ High school/college students
- ♦ Parent Teacher Associations
- ♦ Future Farmers of America
- ♦ Shriners
- ♦ Kiwanis Clubs
- ♦ Rotary Clubs
- ♦ Lions Clubs
- ♦ American Association of Retired Persons
- ♦ United Parents Association
- ♦ Junior Leagues
- ♦ Institutes for Family & Community
- ♦ American Reading Association
- ♦ American Reading Council
- ♦ National Right to Read Association
- ♦ Libraries and Museums
- ♦ National Conference of Christians & Jews
- ♦ Institutes of Higher Education
- ♦ Urban Coalitions
- ♦ Urban Leagues
- ♦ Boys & Girls Clubs of America
- ♦ Fraternal Organizations (Knights of Columbus, Knights of Pythias, etc.)
- ♦ Police Athletic Leagues
- ♦ Local professional organizations
- ♦ Local sororities and fraternities
- ♦ Chambers of Commerce
- ♦ 4-H Clubs

Now that we have identified where volunteers might be reached, a further narrowing process can take place by answering the question: "*How can we best communicate with our potential mentors?*". The following additional questions should be asked:

- ✓ What newspapers and/or magazines do they read?
- ✓ To what radio/TV stations or programs do they listen?
- ✓ At what hours?
- ✓ To whom, regarding media images, do they best relate?

RECRUITMENT IDEAS

1. Offer slide-show programs illustrating mentees being served by mentors, for use at community association meetings in your area (e.g. businesses, fraternal organizations).

2. Offer a program on ways to become involved to large companies or organizations, for use in their pre-retirement seminars.

3. Talk to the manager of your local cable TV program, or a high school or college station, to present a program on your mentoring activity.

4. Never walk away from a meeting where you have spoken about your program without getting the name and contact information of everyone expressing an interest. Get back to these people within one week, if possible.

5. When you make a presentation to a large group, take several volunteers with you, both to talk about their own experiences, and to help deal with interested applicants.

6. Get lists of other organizations in your area to see if they can help your recruitment.

7. Put up flyers where potential mentors congregate (libraries, colleges, community centers, houses of worship).

8. Request that local politicians assist in recruiting potential mentors.

9. Request that community relations offices of local corporations include a notice about mentoring activities in their company newsletter or inter-office publication.

10. Talk with local corporations about donating executives on "*release time*". It is helpful to get recommendations from school district personnel as to companies that have worked effectively with schools in the past.

11. Discuss recruitment techniques with other organizations, or organize a collaborative recruitment drive for multiple organizations in a community.

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MENTOR RECRUITMENT PRESENTATION
Suggested Topics for Discussion

1. History of the mentoring program
2. Goal/mission/purpose of the program
3. How and why the program is unique
4. Role and profile of mentees
5. Role and profile of effective mentors
6. Mentor commitment and responsibilities
7. Procedure for becoming a mentor - from inquiry to mentor/mentee relationship

The following are some suggested hints to assist in holding your audience's attention during recruitment presentations:

✓ Appeal to audience's emotions by:

- telling a human interest story;
- quoting mentees, mentors, statistics;
- referring to current news items.

✓ Use humor appropriately.

✓ Include audience in the "*inner circle*" by:

- emphasizing they are part of an important team;
- stressing the importance of the program;
- recognizing the uniqueness of the mentor's role.

✓ Provide the audience with something tangible *(brochure, information packet, worksheet, etc.)* to which they can refer if they have questions.

SCREENING & SELECTION OF MENTORS

Screening and selection of mentors is one of the most sensitive and important activities performed by those who wish to operate a mentoring. In light of the involvement of children in the program, and the responsibility this places upon the adults, reasonable and prudent steps *must* be taken to ensure that mentors are responsible people.

At the same time, the processes of screening and selection must not be made so rigorous that good candidates are "turned off" by questions deemed "offensive and insulting". In addition, most organizations that operate mentoring programs do not have the staff, the techniques, or the access to conduct extensive background investigations.

This section of the Manual was developed with the specific assistance of professionals in the fields of screening and child protection. The suggested process includes three steps:

- **The Application;**
- **The Interview;**
- **The References.**

Experience has demonstrated that some variation of the process outlined above is included in most successful programs. The New York State Mentoring Program advises that potential program directors consider this part of their program design very carefully. Proper planning and execution of this aspect of the program will avoid many problems later.

Screening Process for Mentors

The Application

An application can provide a summary of a potential mentor's life and work experience, education, skills, and interests. A standard application form can include questions regarding:

- education
- skills
- employment history
- volunteer experience
- interests
- references

Resumes can be used to supplement the information in the application. In reviewing the application (and checking references), it is essential to explore:

- unexplained gaps between jobs
- long lists of short-term jobs

On the following page is an example of a **Mentor Application** form. This is only a *suggested* form. The sponsoring organization is free to choose the suggested form or to develop it's own form. The principles of good program operation require the use of some type of standardized application/screening record.

After the application is reviewed, the candidate should be scheduled for an interview.

The Interview

The interview provides an opportunity for you to talk with and observe potential mentors. It is also an opportunity for them to ask questions and voice any concerns they might have. Some **suggested questions** for discussion during the interview are:

1. Why are you interested in becoming a mentor?
2. How did you hear about the program?
3. What other volunteer experience have you had?
4. What should an ideal mentor/mentee relationship include?
5. What do you feel is the most important aspect of a mentoring relationship?
6. What do you see yourself doing five years from now?
7. What time commitment could you give to the mentoring program (hours per week, duration of program)?
8. What preferences do you have for a mentee (gender, race, interests, and why)?
9. What would you hope to accomplish with the mentee?
10. What is the most important advice you could share with the mentee?
11. What would be your expectations for your mentee?
12. What is the greatest challenge facing youth today?
13. What current involvement do you have with young people?

At the end of the interview, any questions raised by the candidate should be addressed. The process for making a selection decision should also be discussed. The candidate should be informed as to how and when you will notify him/her of the final decision.

NEW YORK STATE MENTORING PROGRAM
MENTOR APPLICATION

1. NAME:_____ 2.SOC.SEC.#_____

3. ADDRESS:_____

_____
CITY STATE ZIP

4. ARE YOU 18 YEARS OF AGE OR OLDER? ☐ YES ☐ NO (STATE YOUR AGE)_____

5. DRIVERS LICENSE: ☐ YES (__CLASS) ☐ NO

6. OCCUPATION:_____

7. EMPLOYER:_____

8. ADDRESS:_____

9. TITLE OR POSITION:_____

10. HOME PHONE:_____ 11. BUSINESS PHONE:_____

12. RELEVANT PREVIOUS EMPLOYMENT OR VOLUNTEER EXPERIENCE *(LAST 5 YEARS)*_____

_____

_____

13. EDUCATIONAL BACKGROUND *(SCHOOLS, DEGREES, & DATES):*_____

_____

14. HOW DID YOU LEARN ABOUT THE NEW YORK STATE MENTORING PROGRAM?

☐ *NEWSPAPER* ☐ *TV or RADIO* ☐ *FRIEND or ASSOCIATE* ☐ *OTHER*_____

15. HAVE YOU EVER BEEN A MENTOR, (OR A BIG BROTHER/SISTER) WITH ANOTHER AGENCY?

☐ YES ☐ NO IF YES, AGENCY NAME_____

16. HAVE YOU BEEN INVOLVED IN OTHER PROGRAMS/ACTIVITIES INVOLVING YOUNG PEOPLE?

☐ YES ☐ NO IF YES, BRIEFLY EXPLAIN_____

_____

17. WHY WOULD YOU LIKE TO BECOME A MENTOR?_____

_____

18. HOW LONG A COMMITMENT COULD YOU GIVE US?
☐ 6 MONTHS - 1 YEAR ☐ 1 - 2 YEARS ☐ 2 - 3 YEARS ☐ UNDECIDED

19. HOW MUCH TIME WOULD YOU BE ABLE TO OFFER ON A WEEKLY BASIS?

☐ 1 - 2 HOURS ☐ 2 - 3 HOURS ☐ 3 - 4 HOURS ☐ MORE THAN 4 HOURS

20. DO YOU HAVE ANY SPECIAL QUALITIES, TALENTS , OR INTERESTS THAT COULD BE HELPFUL IN THE PROGRAM?_____

_____

21. HAVE YOU EVER BEEN CONVICTED FOR CHILD ABUSE? ☐ YES ☐ NO IF YES, PLEASE EXPLAIN_____

22. DO YOU HAVE ANY DISABILITIES THAT MIGHT AFFECT YOUR INVOLVEMENT? ☐ YES ☐ NO

IF YES, PLEASE EXPLAIN:_____

23. DO YOU HAVE ANY PREFERENCE *(AGE, GENDER, OTHER)* FOR THE ADOLESCENT YOU WOULD LIKE TO WORK WITH?_____

24. DO YOU SPEAK ANY LANGUAGE(S) OTHER THAN ENGLISH? ☐ YES ☐ NO

IF YES, WHICH?_____

25. **REFERENCES:** *LIST THREE (3) REFERENCES WHO HAVE KNOWN YOU FOR AT LEAST ONE YEAR WHOM WE MAY CONTACT. ONE OF THESE REFERENCES MUST BE YOUR EMPLOYER OR SUPERVISOR. PLEASE GIVE COMPLETE ADDRESSES AND PHONE NUMBERS. REFERENCES WILL BE CONTACTED BY MAIL OR PHONE, AND REMAIN STRICTLY CONFIDENTIAL. OTHER EXAMPLES OF REFERENCES MIGHT BE: FRIENDS, TEACHERS, FELLOW EMPLOYEES, OR CLERGY.* ***RELATIVES ARE NOT ACCEPTABLE.***

a. NAME_____RELATIONSHIP_____

ADDRESS_____

PHONE_____

b. NAME_____RELATIONSHIP_____

ADDRESS_____

PHONE_____

c. NAME_____RELATIONSHIP_____

ADDRESS_____

PHONE_____

AFFIRMATION: *The above information is true to the best of my knowledge. I grant permission to verify my employment and contact the references provided.*

Signature:_____Date:_____

Mentor Interview Review Form

I. PARENTING EXPERIENCES

Describe prospective mentor's strengths and limitations as they relate to ability to provide guidance to mentee. Make reference to level of emotional maturity and whether personal style is rigid or flexible.

- information regarding applicant's children *(birth, adopted, foster. etc.)*, as well as age and personality type
- important family values, rules, do's & don't's in household
- applicant's communication style with children
- ways in which emotions are expressed in household
- how discipline is handled within family
- expectations for education, religion, or vocation
- how family problems are resolved
- applicant's support systems

II. MOTIVATION FOR MENTORING

- reasons for wanting to be a mentor
- type of child desired
- applicant family's attitude toward mentoring
- level of commitment to children
- applicant's attitude and comfort level toward self-disclosure

III. INTERVIEWER(S) IMPRESSIONS AND RECOMMENDATIONS

- applicant's readiness for mentoring
- applicant's strengths/weaknesses
- applicant's understanding of mentee's needs
- types of mentee problems which would be acceptable

It should be taken into account (in evaluating interview results) that some individuals may feel nervous or intimidated in a one-on-one interview. It would also be directly helpful to you (in matching a potential mentor with a mentee), to observe the potential mentor in a workshop or group activity with young people.

The References

References should be carefully checked by phone or mail.
Careful documentation is important to
ensure success of the process

Bear in mind the **purposes of checking references:** While you will be verifying current employment, this is not the same as an employment reference. The potential mentor may have exaggerated his/her resume to make a good impression. What should be considered in a reference check are factors such as:

- ✓ emotional maturity
- ✓ job stability
- ✓ quality of family relationships

References must have known the individual for **at least one year.** One of three (3) references must be the potential mentor's current employer (or supervisor). Other ideal references would include friends, next-door neighbors, teachers, fellow employees, or clergy. **Relatives are not acceptable as references.**

If it appears that this individual would be a good mentor, a letter should be sent inviting him/her to an orientation session or mentoring workshop. Provide the future mentor with a local name and phone number to contact for scheduling and assignment.

If there are problems or concerns about the individual's ability to serve as a mentor, you may wish to tactfully encourage him/her to participate in alternative community group activities. This can work smoothly if your own recruitment efforts are coordinated with other community agencies' volunteer drives. Remember that **all responses from references must be kept in strictest confidence.**

You should not offer any vague hints as to why you consider him/her unsuitable for the mentoring program. In other instances, you may wish to place the potential mentor's file on hold for a time. For example, he/she may be totally new to a community, or recently gone through a significant personal change *(divorce, forced change in employment, or recovery from a severe illness)*. Again, you may wish to recommend alternative involvement in other community group activities.

Mentoring isn't for everyone, but just about everyone has something to offer his/her community.

Sample Letter to Non-Selected Mentor Applicant

Dear_____:
Thank you for your interest in serving as a mentor. Community response has been overwhelming, and at this time we have matched all young people with mentors. We will maintain your name on file in the event we require additional mentors with qualifications matching your own talents and experience.

Sincerely,

Mentor Orientation

Orientation to the program is essential for mentors. It provides the opportunity to delve into the "nuts and bolts" of the program.

Sample Agenda for Orientation

I. Introductions:

- ✓ In-School Program Coordinator
- ✓ Special Guests
- ✓ New Mentors

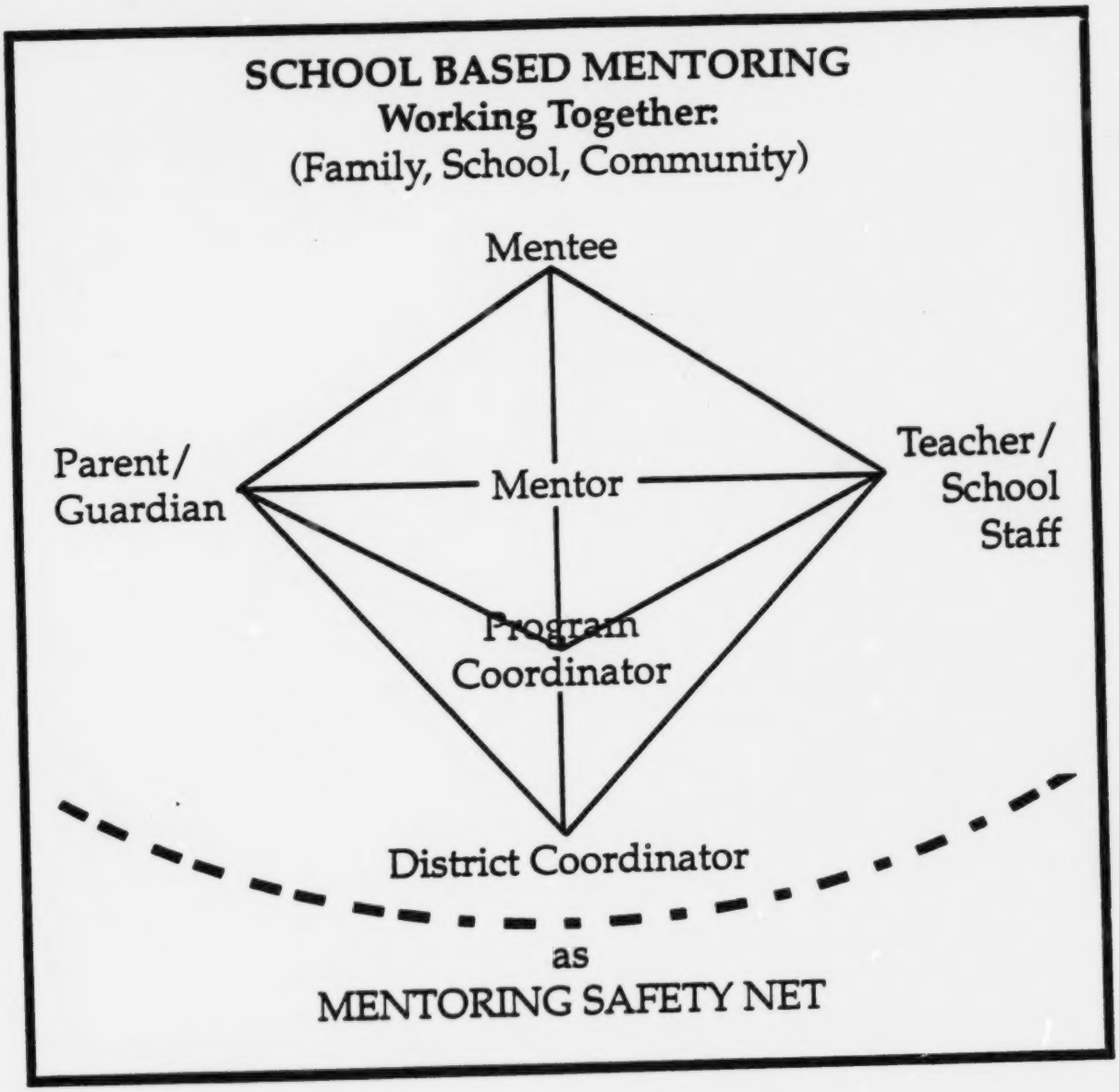
II. Goals of Program

III. Role of Mentor

IV. The Mentee:

- ✓ General background/profile
- ✓ Selection criteria
- ✓ Special needs
- ✓ Parental involvement
- ✓ Issues concerning today's youth

V. The Diamond Relationship
(chart on following page)



VI. The Matching Process

VII. The Mentor-Mentee Relationship:

- ✓ Initial Meeting
- ✓ Weekly Meeting
- ✓ Phone Contact

VIII. On-Going Training

IX. Special Issues/Requirements

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The orientation program assists mentors in getting to know the program, the program coordinator, and other mentors. It provides mentors with a sense of their role and importance to the program, and builds an *esprit de corps* between the volunteers.

In addition to building enthusiasm, orientation will also help the mentors understand:

- ✓ what they can contribute as mentors
- ✓ what mentoring has to offer them
- ✓ what to expect during the mentor/mentee relationship
- ✓ how to improve their mentoring skills

The orientation should provide structure for the relationship, as well as flexibility needed for each unique relationship. It provides an excellent opportunity to clarify the relationship.

Commitment to Relationship

It is recommended that the mentor make a one-year commitment. This enables the mentee and mentor to feel comfortable committing the time and energy and trust necessary to make the relationship successful.

A key element to success is trust and consistency. This is the foundation on which to build the necessary rapport to reinforce the mentor as a point of stability in the mentee's life.

Motivating Mentors

Although mentors are not paid in dollars, they need to be rewarded in a different form. Here are a few suggestions for increasing mentor motivation:

- ✓ Provide personal attention to mentors. Discuss and follow up things concerning the mentor's life *(work, school, family, vacation)*.

- ✓ Provide recognition to mentors utilizing:
  - ▫ a newsletter with stories on mentor/mentee accomplishments;
  - ▫ a bulletin board for posting achievements;
  - ▫ awards luncheons during Volunteer Week in April.

- ✓ Provide a pleasant environment for the program to place.

- ✓ Stress the benefits the program provides to mentee and society.

- ✓ Provide mentors with a sense of empowerment by:
  - ▫ soliciting feedback from mentors on the program;
  - ▫ encouraging suggestions for the mentoring program;
  - ▫ asking for mentor input before certain program decisions are made;
  - ▫ providing mentors with special projects and training opportunities.

Retention of Mentors

Few things can be more frustrating to those involved in running a program than to have spent time, effort, and resources to recruit and train someone only to have them quit the program after a few days or weeks.

Failing to retain mentors also impacts negatively upon the mentees. This program is focused upon those who are particularly vulnerable to disappointment. It is essential, therefore, to do everything possible to ensure the greatest degree of stability and continuity for the youngsters.

Here are some points which program directors may want to consider in developing strategies to retain mentors:

- ♦ Ensure mentors have an understanding of their role
- ♦ Maintain regular contact with mentors and mentees
- ♦ Maintain a system which supports a mentor's need to voice concerns and problems
- ♦ Provide feedback to mentors on their performance
- ♦ Provide ongoing training for mentors
- ♦ Establish mentor support groups
- ♦ Establish a backup mentor system in case a mentor needs occasional time off
- ♦ Recognize the mentor's efforts *(e.g. awards, dinners, newspaper articles, positive feedback, etc.)*

Recruitment of Mentees

Recruitment of mentees begins with identifying the portion of the youth population which will be the focus of the mentoring effort. Having identified the youth to be served, referral and follow-up is the process of getting the individual youth and his/her parents referred to the program and ensuring that they are afforded every opportunity to participate. This process, will involve the efforts and abilities of people and organizations from all aspects of the community.

Youth will have to be recruited into the mentoring program. While the 800 number and the Data Base will be one source for youth (self-referrals), this cannot be expected to fill all of the program capacity or to reach all of the youth who could most benefit from participation in the program.

Active recruitment will reach more youth and may likely reach those who can best benefit from the experience, yet they are the least likely to be self-referrals. Active recruitment should be considered a normal and regular part of any program, and provision should be made to address this aspect of the program very carefully.

Suggested Recruitment Methods

- Develop an appealing message appropriate to the specific local program.
- Design some materials in language geared to students.
- Design other materials to attract the parents/care-givers of students.
- Add a local "*tag*" to the statewide Public Service Announcement (PSA).
- Utilize local press releases, PSA's, mailings related to the statewide brochure, and other publicity.
- Make personal presentations to youth and parent groups.
- Develop posters and flyers.

Recruitment/Referral Sources:

- ♦ Schools - teachers, guidance counselors
- ♦ Community-based Youth Service Agencies
- ♦ Youth Bureaus
- ♦ County Department of Social Services *(child protective, foster care, aid-for-dependent-children)* or other local government agencies
- ♦ Foster care and residential service providers *(public and private)*
- ♦ Parent organizations *(PTA's, Parents Without Partners, etc.)*
- ♦ Religious organizations *(clergy and youth programs)*
- ♦ Direct outreach *(youth in schools, community programs, shopping malls)*
- ♦ Community leaders and young people

Screening & Selection of Mentees

The mentoring relationship is a contract between two parties: the mentor and the mentee. This means that the mentee must be a willing and able participant, if the mentoring process is to be effective. Too frequently, well-intentioned mentoring efforts have failed because program operators fell victim to the understandable tendency to stretch the limits of the mentoring concept by accepting inappropriate candidates as mentees. Motivated by the desire to help all youth in need, it is easy to forget that mentoring is only effective when applied to the appropriate population.

Remember: Regardless of a mentor's motivation and skill, his/her impact upon a youth's life will be largely determined by the prospective mentee's:

- ♦ willingness and desire to participate
- ♦ capability of benefitting from a mentoring relationship

Follow-up/Retention of Mentees

Once the recruitment process has begun to work, youth and mentors will begin applying to the program. The point at which youth first make contact with the program can be, for some youth, the most critical encounter. First impressions are powerful!

If properly handled, the youth is likely to become a mentee; improper handling may well result in frustration, anger, and distrust on the part of the youth. It is important to remember that most at-risk youth have already experienced adult indifference and callousness. At all cost, staff must not reinforce existing negative perceptions.

Suggested Referral/Follow-up Procedure

Youth who call a local mentoring program directly should be interviewed briefly on the phone to assess their interest in the program and their suitability. If they seem to be a candidate for the program, a personal interview should be scheduled, at which time the youth could complete an application and receive additional information about the program.

If a parent or other adult calls on behalf of a youth, they should be interviewed briefly to assess the appropriateness of the referral, and then an information packet should be sent out. They should be asked to review the packet with the youth, and, if still interested, call back to schedule a screening interview.

Included in this section are examples of suggested materials which may be of use to programs. Among these are a **Student Policy**, a **Parent Policy**, and a **Parent Interest Form**.

The **Student Policy**, which should be discussed with the student, explains briefly what information will be collected, and what will be shared with the mentor, in order to facilitate the matching of mentor and mentee. In addition, the policy statement contains a simple participation affirmation which is to be signed by the youth. The affirmation and signature underscore the fact that involvement with the program is to be taken seriously.

The **Parent Policy**, which should be discussed with the parent/care giver of the prospective mentee, explains briefly what information concerning the prospective mentee will be collected and shared with the proposed mentor. In addition, the policy statement coupled with the **Parent Interest Form**, constitute parental consent for the youth to participate in the program.

SUGGESTED MENTORING PROGRAM STUDENT POLICY

The (New York State) Mentoring Program is a service program designed to assist the youth of our community, by developing skills that will result in productive career opportunities. This will be achieved by matching students with concerned adults who will serve as mentors.

In determining whether a mentor or mentee applicant may be considered for a match, and what information shall be communicated to each party, our selection personnel will note those circumstances and factors of health, personality, and behavior that may have a significant effect upon the relationship, and which, if revealed at a later date, might affect it adversely.

Relevant information about you shall be provided to possible mentors. However, your name, as well as the mentor's, shall be held confidential until a match is agreed upon. Any party has the right to refuse to enter into the match.

Screening interviews are designed to establish a profile of you and your interests. This profile will be used by our organization to best match you with a mentor. Except for your parents and/or guardians, all elements of your profile will be kept in the strictest confidence.

Your signature below acknowledges that:

1. You will be an active participant in all scheduled activities of the (New York State) Mentoring Program.

2. You will share your skills and talents to assist and motivate others.

3. You will put forth your greatest effort in reaching your fullest potential in accomplishing your goals.

Print Name:_____

Signature:_____

Date:_____

SUGGESTED
MENTORING PROGRAM
PARENT POLICY

The (New York State) Mentoring Program is a community program designed to assist your son/daughter.

This will be accomplished by identifying a responsible and committed adult who will serve as a mentor. There will be learning and developmental activities made available to your son/daughter. Our goal is to assist your son/daughter to reach his or her fullest potential.

In determining whether a mentor or mentee applicant may be considered for a match and what information shall be communicated to each party, our selection personnel will note those circumstances and factors of health, personality, and behavior that may have a significant effect upon the relationship, and which, if revealed at a later date, might affect it adversely.

Relevant information about your child shall be provided to possible mentors. However, your child's name, as well as the mentors', shall be held confidential until a match is agreed upon. Any party has the right to refuse to enter into the match.

Screening interviews are designed to establish a profile of your child and his/her interests. This profile will be used by our organization to best match your child with a mentor. Except for parents and/or guardians, all elements of your child's profile will be kept in the strictest confidence.

Your signature below acknowledges and agrees that:

1. You grant permission for your son/daughter to participate in the (New York State) Mentoring Program.

2. You will encourage your son/daughter to participate in all workshops, program sessions, cultural and education events.

3. You will support these workshops, etc., by inquiring of your son/daughter as to what takes place.

Print Name:_____

Signature:_____

Date:_____

PARENT INTEREST SURVEY
Mentoring Program

Name:_____ Date:_____

Address:_____ Age: ☐ 18 - 24 ☐ 25 - 35

_____ ☐ 36 - 50 ☐ 51+

City State Zip *(Please Check One)*

Social Security #:_____ Home Phone:_____

Business Phone:_____

What is your family's main interest in participating in the Mentoring Program?_____

_____

_____

_____

What do you want your child(ren) to get from this program?_____

_____

_____

_____

Full names and ages of children who want to participate in this program:_____

_____

_____

FOR OFFICE USE ONLY

Interviewer:_____ Date:_____

Outcome:_____

STUDENT INTEREST SURVEY

Mentoring Program

Name:_____ Date:_____

Current Address:_____ Age:_____ Current Grade:_____

_____ Date of Birth:_____

City State Zip

Mailing Address:_____ Home Phone:_____

_____

City State Zip

What school do you attend:_____

_____

Teacher:_____

In case of Emergency, contact:

Name:_____

Phone:_____

Relationship:_____

Hobbies/Interests:_____

_____

_____

_____

_____

_____

Organizations or Clubs:_____

_____

_____

_____

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What do you want to get out of this program?_____

How did you learn about the Mentoring Program?_____

Do you know anyone who is involved in the Mentoring Program? (Student or Adult)_____

FOR OFFICE USE ONLY

Interviewer:_____ Date:_____

Outcome:_____

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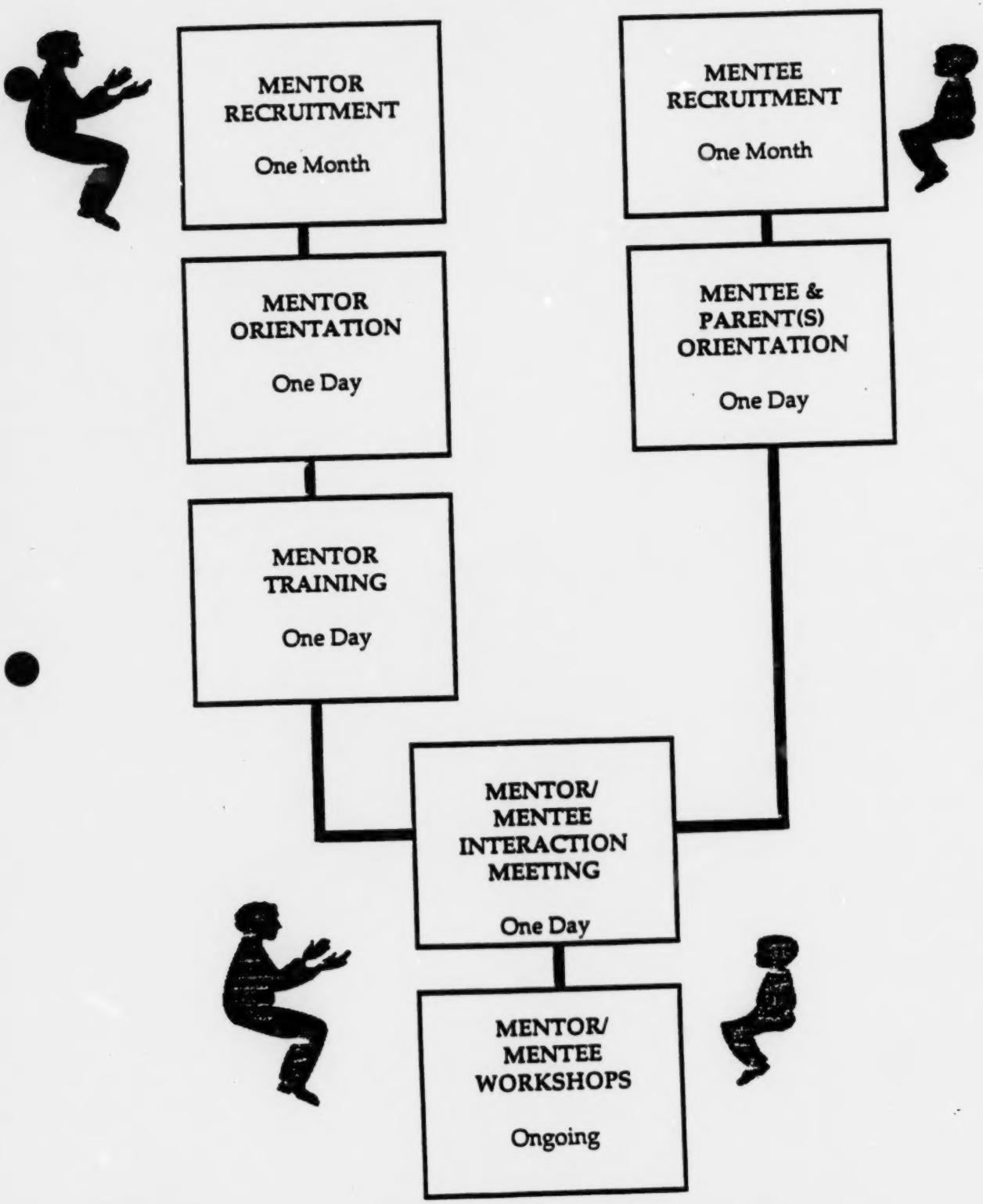
2. MATCHING MENTORS & MENTEES



Example:

MENTOR/MENTEE MATCHING PROCESS

Mentor/Mentee Matching

Mentor/mentee matching strategies include:

- ✓ **Interest-Based System** - the program tries to match mentors with vocational or leisure activity interest with youth who express similar interests;
- ✓ **Goal-Based System** - matching mentors and youth sharing similar program goals *(e.g. a youth wanting to improve reading skills is matched with a mentor who wants to teach reading and improve literacy)*;
- ✓ **Demographic-Based System** - matching mentors and mentees on the basis of factors such as background, life experiences/problems/ or expressed preferences.

What these various systems have in common is that each system has generated a number of successful mentoring relationships, and each system has experienced failures.

It must be remembered that mentoring is an intensely personal experience for the mentor and the mentee. Successful matching systems emphasize developing the personal compatibility between mentor and mentee.

This suggests that what takes place at the initial mentor/mentee interaction meeting is very important. Program design should invest heavily in facilitating this event. While the degree of structure and the type of activities which take place during the interaction meeting depend upon the capacity and capabilities of the organization and its staff, the goal of the experience should be kept firmly in mind That goal is:

> *Achieve as successful an initial meeting between mentor and mentee as possible.*

The New York State Mentoring Program can provide more information and assistance in this area.

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3. FAMILY INVOLVEMENT

MATCHING MENTORS AND MENTEES

This process is not an exact science, and little has been written about how to make successful matches. Typically, mentors and mentees are matched on the basis of similar characteristics:

- age
- gender
- race
- hours, days available to meet
- cultural background
- geographic proximity
- career aspirations

When the process works, mentors and mentees enjoy a productive relationship. When the matching process fails, the term "bad chemistry" is often used. This can refer to gaps in understanding, distance, personality clashes, lack of a common perspective, etc.

A "fit" between the mentor's resources and the mentee's needs is essential. Sometimes this will match individuals of the same race and gender; sometimes it won't. The fit between what the mentor has to offer or teach and what the mentee needs is the most important consideration.

What can determine a fit? Look for pairs of characteristics:

- **Specific Skills**

A computer expert is matched with a mentee interested in a computer career.

- **Access to Specific Job Opportunities**

A mentor from a corporation interested in hiring youth from a particular area is matched with a mentee from that area.

- **Specific Teaching Skills and Learning Styles**

A mentor used to teaching by talking or reading aloud is matched with a dyslexic mentee.

- **Strengths and Problems**

A mentor who is/was a teenage parent is matched with a mentee who needs a role model for finishing high school and becoming self-supporting.

- **Availability**

A mentor with extra and a flexible schedule is matched with a mentee who needs or asks for additional attention.

A mentee who has identified the need for/interest in a mentor of the same race may be matched accordingly.

It is helpful to match mentors and mentees after preliminary mentor training. By then, the staff will know each person fairly well.

WAYS TO MATCH

- A school-based program can develop personal profiles after interviewing mentors. These are matched with mentee profiles provided by school teachers and counselors.
- Hold get-acquainted sessions for mentors and mentees to get to know each other. At these, natural pairing may occur and staff gains information to help them in matching the others.
- Interest inventories for mentors and mentees are compared and matched.
- Group sessions allow mentors to make oral presentations. Mentees express their views on matches.

Currently, research findings do not indicate whether it is better for staff to do the matching or whether mentors and mentees should be involved in the choice.

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Adapted 12/90 from Abell Foundation Mentor Manual

PARENTS: A NECESSARY INGREDIENT

Discussing the development of mentoring programs, it is understandable that the bulk of our attention be placed upon matters related to dynamic recruitment, effective training, and sensitive matching of mentors and mentees. These are, to be sure, the essential program upon which a mentoring initiative can either rise or fall.

There is, however, one more ingredient that can frequently assure a mentoring program's success: **parental involvement**. Earlier in this Manual the importance of parental approval was addressed. A *Parent Policy* explained to parents what information would be collected and shared with a prospective mentor. In addition, a *Parent Interest Form* was included to document parental consent for a youth's participation. The necessity for parental approval, however, is obvious, and requires no explanation here. Since mentoring programs deal with minors, parental approval is mandatory, both from a legal and a common sense standpoint.

This section of the **Mentoring Manual** is concerned instead with parental involvement, a valuable and beneficial asset that does not always accompany parental approval. While "*approval*" is rarely a problem, merely entailing the securing of a signature, "*involvement*" requires some sensitive and determined hard work. One might think, at first glance, that an overwhelmed parent would eagerly become involved in the efforts of a mentor extending his/her offer of assistance. A closer look reveals a more complicated and challenging set of circumstances.

The overwhelmed and needy parent may instead be intimidated by becoming too closely involved with this "helping hand". Becoming an involved participant in the mentoring process may represent to the parent a sign of his/her "*failure to do the job alone*". A parent experiencing difficulty in any phase of child rearing is apt to suffer from a weakened sense of self-worth. A poorly timed or inappropriately extended offer of help may turn a delicate but hopeful situation into a permanently closed door!

Similarly, involvement may be withheld out of fear that the mentor will become too familiar with current sensitive and personal family problems. In understandable distrust, the parent may fear that what the mentor finds out "the whole school will know".

An endless list of reasons could be provided as to why a parent may be reluctant to become an active participant in the mentoring process. However, a mentor should understand that any effort spent in establishing a cooperative, working relationship with a mentee's parents can yield bountiful rewards. In the course of this relationship, the mentor is in a position to positively impact upon the entire family system in ways that will continue to reveal themselves long after the mentoring experience has concluded. While dealing with the parents in an atmosphere of trust, the mentor may be able to:

- Provide guidance in effective parenting; showing parents alternative means of relationship-building, discipline, and behavior management.
- Demonstrate that they are in a position to teach their child valuable life skills such as cooking, budgeting, balancing checkbook, etc.;
- Provide referral assistance to a parent experiencing difficulties requiring specialized attention, such as alcohol/drug abuse, health issues, financial crisis, etc.

Remember: The mentoring relationship that includes an involved parent has the potential to impact upon the entire family system, and result in some real and permanent changes.

Encouraging Parental Involvement

Despite the myriad factors that can stand in the way of a parent's active involvement in the mentoring process, a program must nonetheless take all practical steps to ensure that parents receive sensitive and open invitations to participate in appropriate activities. Once the "door" is opened, many parental concerns or fears can be identified and, hopefully, resolved. Be content to move one step at a time.

- ♦ Invite parents to an orientation and to periodic workshops.

The orientation can be an excellent forum to dispense with fears and concerns. Everyone is a "*newcomer*": parent, mentee, mentor, and program administrator. Using the shared anxiety to advantage, the skilled administrator can make parents feel an immediate sense of involvement, as all parties get to know each other.

A program administrator can utilize the orientation session to state the goals of the program, emphasizing throughout the support and assistance parents can provide, regardless of the time expended on this activity.

- ♦ Provide as many opportunities as possible in the course of the program for parents to vent frustrations and share feelings regarding the pressures they currently face.

In addition to the obvious therapeutic value, sharing one's feelings while under stress can provide the mentor with the opportunity to communicate empathy and trustworthiness, qualities that frequently encourage further contact.

SOME ANSWERS TO COMMON PARENT QUESTIONS ABOUT LINKING UP

What should I do if my child cannot attend a meeting with the mentor?

To encourage responsibility in your child, have him/her call the mentor when a meeting must be rescheduled. If the youth is very ill, you may want to call yourself. Be sure you have the phone numbers to reach the mentor at home and at work.

What if family plans conflict with a meeting?

The mentor should complement or add to family opportunities. Time with the mentor is not intended to displace time with the family. You should continue your normal family plans, including get-togethers, special trips, and vacations. As much as possible, the mentor and your child should plan their time together around your normal schedule. It may be helpful to let the mentor and your child know about planned family events. The mentor and your child should let you know when they are planned special activities. Good advance communication will help avoid conflicts.

Can I or other family members go with my child and the mentor?

A mentoring relationship is special in part because it is a one-to-one relationship. Even teens who feel very close to their parents sometimes need to talk with friends outside the family. The mentor is an adult friend with whom your child can talk about thing that concern him/her.

The mentor and your child will inform you about their plans each week. If at any time you are uncomfortable with their plans, please let them know. Mentors will be sensitive to parent concerns and will try to find an arrangement that is acceptable to you.

How can I be sure that the mentor will support my rules and regulations?

Talk with the mentor about any rules or regulations that you expect to arise in his/her relationship with your child. If you have strict rules about bedtimes, places the youth may not go, or foods he/she may not eat, please discuss these with the mentor. By making this information known at the beginning, you can help avoid misunderstandings later.

What if the mentor says things with which I do not agree?

No matter how carefully we match mentors and mentees, you may find some areas where your beliefs or ideas differ from the mentor's. If these are important to you, let the mentor know. You can request that the mentor **NOT** question your most important beliefs or values when with your child.

You may also disagree on less important things such as political candidates. This might be a chance for interesting conversation with your child.

Mentors are expected to discuss parents' beliefs and values respectfully. Letting your child know that you respectfully disagree with the mentor can help your son/daughter begin to form opinions on his/her own. This is especially important during early adolescence as part of young people's search for their own identity. The mentoring program is a chance to explore different points of view.

Adapted 12/90 from Abell Foundation Mentor Manual

Who will pay for the activities of the mentor and youth?

Mentors always pay their own expenses but are not responsible for the child or the family. If the planned activities involve fees, you or your child will be asked to pay for the youth's share. You need not pay for activities that you feel are too expensive. The most important part of the mentoring program is the relationship between the mentor and the mentee, not a lot of costly activities. However, because activities help build competence, we hope all mentor/mentee pairs can do special things occasionally. The child should not expect the mentor to buy things for him/her. As with any friend, this should be appreciated when and if it occurs, not expected on a regular basis.

If my child has misbehaved, should I allow him/her to see the mentor?

The mentor's visit should not be used to discipline your child. Time with the mentor is a pleasure, but it is also a time of learning and growth. Punishing your child by denying time with the mentor puts you in opposition to the mentor instead of emphasizing your mutual concern to build your child's competence. Even if your child is grounded, the mentor should be allowed to see him/her. Do let the mentor know the reasons for the youth being grounded.

How often should I be in touch with the mentor, and how much should I say about family problems/concerns?

Get to know the mentor well enough to feel comfortable with him/her being with your child. Before each meeting, discuss plans and times for returning home. Try talking directly with the mentor about your concerns, but avoid talking about your child in front of the child. If there is something the mentor should know, call when your child is not around.

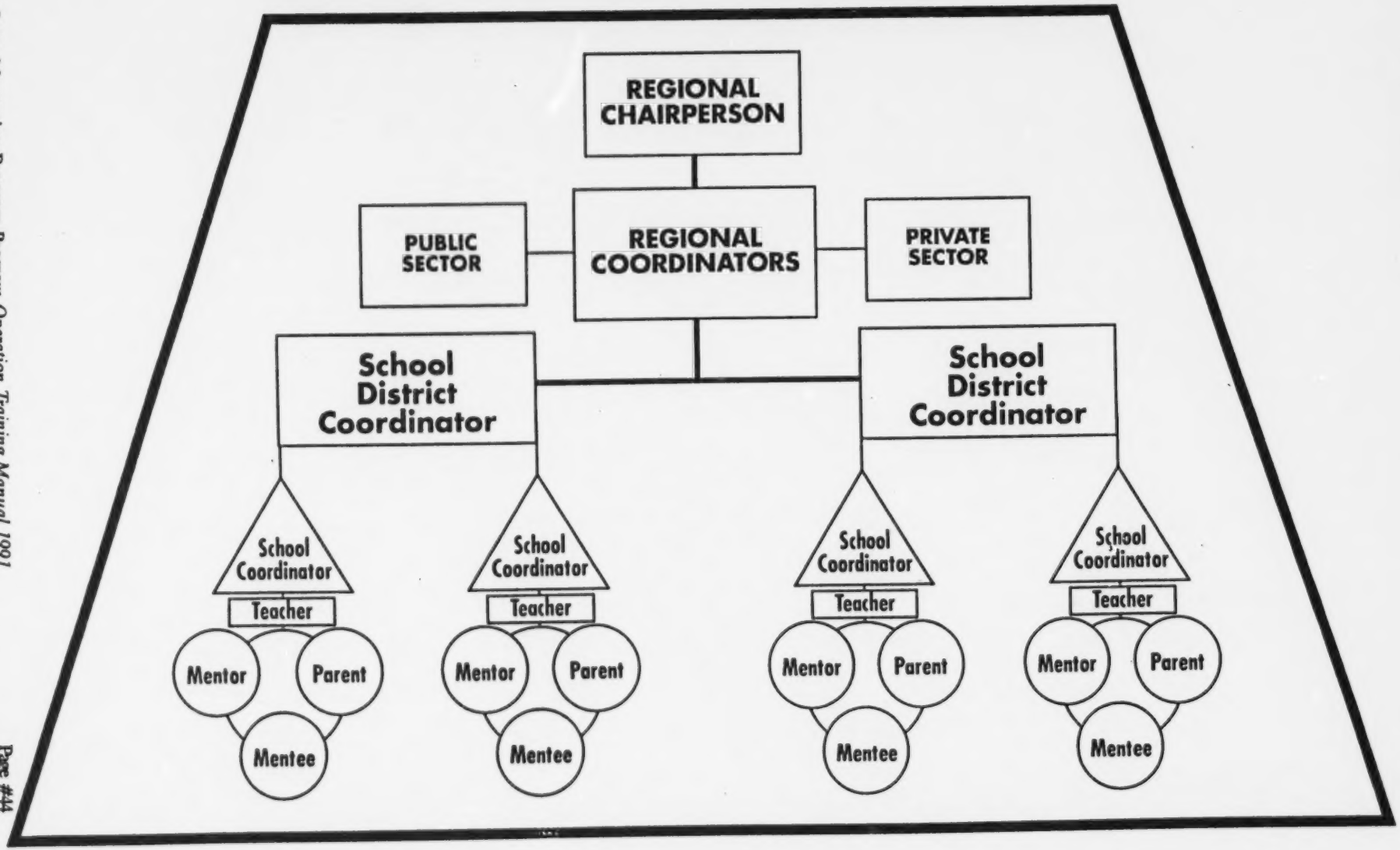
What if there are concerns or questions I don't want to discuss with the mentor?

Please feel free to call_____(name)_____, the school coordinator, at__(phone#)_____. (Name)_____ is here to help make the New York State Mentoring Program work for mentors, mentees, and parents. He/she will call you several times during the year to see how things are going. But don't wait for him/her to call, we want to know about anything that concerns you!

III. SCHOOL-BASED MENTORING PROGRAMS

1. SCHOOL-BASED PLANNING TEAM

DETAIL OF NYSMP REGIONAL TEAM



SCHOOL-BASED PLANNING TEAM

DISTRICT_____

ADDRESS_____

PHONE_____

	NAME	PHONE
SUPERINTENDENT		
DISTRICT COORDINATOR		
PRINCIPAL(S)		
SCHOOL COORDINATORS		
PARENT REPRESENTATIVE		
OTHER STAFF		
MENTOR LIAISON		
MENTOR SOURCE		

2. ASSESSING THE NEEDS OF STUDENTS AND AVAILABLE RESOURCES

GETTING STARTED:
ASSESSING COMMUNITY NEEDS AND RESOURCES

WHAT IS THE PURPOSE OF A NEEDS ASSESSMENT?

- to make sure your program will really benefit young people in your community
- to ensure that your program is addressing a significant problem
- to help you get funding
- to assist in recruiting mentors
- to identify community groups with resources that could help you

HOW TO ASSESS COMMUNITY NEEDS

The very first step is to make sure an assessment doesn't already exist:

- talk with program directors in your community who work with young people
- check with sociology departments at local colleges
- ask state or local government representatives

If there is no current, relevant needs assessment, here is a useful way to begin:

- identify key people in your community who work with your target age group (e.g., school principals, teachers; church leaders; heads of social service agencies such as youth employment bureaus; single parent services; recreation centers; other mentoring programs; health care workers in children's and adolescent clinics)
- plan the questions you want to ask

These questions can be asked in several ways (see box below):

METHOD	ADVANTAGES	DISADVANTAGES
Interview	• more clarification of questions • can be tailored to specific program or person • fosters relationships with other programs	• time consuming • key people not always available • can be expensive
Questionnaire	• wide distribution • lower cost • efficient use of time	• poor return rate • information received may require follow-up
Direct observation of Programs	• can show operations on daily basis • ideas in operation • shows participants' actual problems	• may generate irrelevant information • expensive • difficult to draw conclusions from one observation

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You will probably find that a combination of methods works best. If time and money permit, personal conversations with follow-up letters asking additional questions should provide most of what you need.

QUESTIONS FOR A NEEDS ASSESSMENT

- How many people are currently served by your agency/organization?
- What are their characteristics (include age, gender, education, income level, family composition, geography, etc.)?
- What are the most pressing problems facing the young people you serve?
- What are the most pressing problems facing the community you serve?
- What needs are not being met by current programs?
- What resources are available to meet those needs?
- What needs are unmet?
- Why (money, politics, etc.)?

Explain the ideas for your mentoring program, then ask:

- How does the mentoring program fit with community needs?
- How does it fit with your organization's activities?

This meeting can be begin the process of cooperation, sharing of resources, etc.

At the end of the interview, ask for names of others to see. You will begin to hear many of the same names- good sign that you're reaching the most important people.

As soon as each interview is complete, write up your notes in a uniform manner. Comparing them will give you a broad base of relevant information.

Adapted 12/90 from Abell Foundation Mentor Manual

3. DEVELOPING A MISSION STATEMENT

5

DEVELOPING A MISSION STATEMENT FOR YOUR MENTORING PROGRAM*

1. Answers to the following questions can help you draft a statement for your program:

   a. What is the purpose of the program?_____
   _____
   _____
   _____
   _____

   b. What do you hope to accomplish as a result of your efforts?_____
   _____
   _____
   _____
   _____

   c. How will you accomplish these goals?_____
   _____
   _____
   _____
   _____

2. Combine your responses to questions 1a, 1b, and 1c into a single statement:

   "The mission of _____(program name)_____ is:_____
   _____
   _____
   _____
   _____"

3. Evaluate your statement by answering the following questions:

   a. Is it realistic?
   b. Is it clear and concise?
   c. Does it reflect your values and beliefs?
   d. Does it demonstrate a commitment to serving the public?
   e. Is it powerful?

_____

Adapted 12/90 from Abell Foundation Mentor Manual

4. What changes can you make in light of the above responses?_____

5. Modify and strengthen your statement._____

6. Seek comments from three people in your school. Include at least one person who may not be familiar with your issues. List possible candidates below:_____

* *Mission statement should be developed with the input of school personnel, students, and mentor liaison.*

Source: Mentor Project

4. ESTABLISHING GOALS & OBJECTIVES

ESTABLISHING GOALS AND OBJECTIVES

MISSION STATEMENT

A broad, one-sentence statement to the public of the overall purpose of your program.

> E.g., "The ABC mentoring program links vocational school students in Anytown, USA with corporate executives who provide consistent support, guidance, and concrete help on a one-to-one basis to encourage mentees to continue their education and secure good jobs."

Uses for the mission statement:

- public relations, press
- fund raising
- communicating with other programs
- internal operations

Often, the mission statement is developed in a brain-storming session with staff. Collective thinking can generate a variety of creative ideas. One person from he group is then assigned to "put it all together". (You'll probably find it more difficult than originally anticipated - it's not easy to fit so much into one sentence!)

Your mission statement should answer these questions and should be stated very simply:

- What do you want to accomplish?
- How do you plan to accomplish these things?
- Who is the target population (by age, gender, geography, income, etc.)?

Evaluate your statement by answering these questions:

- Is it realistic?
- Is it clear and concise?
- Does it reflect our values and beliefs?
- Does it reflect the needs of those we seek to help?
- Is it powerful?
- Would we be proud to see it published in the newspaper?

Once your mission statement is written, make sure it is clear and says what you want it to say.

Other examples of mission statements for your mentoring program:

- The "How to Succeed Program" is a college-business initiative designed to help high school juniors from low income families strengthen their chances to graduate from high school and obtain a full-time job or gain admission to college.
- The "XYZ Mentor Program" exposes youth aged 14-17 from single-parent families to positive role models and alternate lifestyles to encourage them to remain in school and set positive goals for their adult lives.

GOALS

Statements on which specific objectives are built. Goals will take into account the information you learn from your needs assessment, the philosophy of your organization, the people involved, your resources, etc. Based on the mission statement above, two goals might be:

- to ensure that the students complete their vocational education
- to assist in preparing the mentees to enter the job market

OBJECTIVES

Specific, measurable activities; the "who, what, when, where, etc." of the program. Continuing with our example, objectives could include:

- to provide tutoring (or access to tutoring) when necessary
- to enable mentees to attend school daily
- to hold practice interviews
- to help with job applications

Adapted 12/90 from Abell Foundation Mentor Manual

Some important considerations:

- When deciding on the goals and objectives of your mentoring program, **BE REALISTIC.** Mentoring can't do everything.

- Your program should fit in with other aspects of the mentee's lives: family, part-time jobs, child care responsibilities, etc.

- Develop short- and long-term objectives; mentees will have different needs at different times. Their achievements will be made step by step.

  E.g., if the goal is for a mentee to graduate, the first objective may be getting him/her to attend school on a regular basis, followed by improved grades.

- Meeting short-term objectives gives mentors and mentees a feeling of success early. This can help keep enthusiasm and involvement high, reduce attrition, and focus the work of mentor and mentee.

5. DEVELOPING AN ACTION PLAN

ACTION PLAN

		DATE
IDENTIFY:	School Coordinators	_____
	Mentor Liaison	_____
	Train School Coordinator	_____
	Train Mentor Liaison	_____
	Orient Parents	_____
	Train Mentors	_____
	Train Mentees	_____
	Match Mentors & Mentees	_____
	Mentor/Mentee Workshop	_____
	Ongoing Mentor Group Meeting	_____
	Ongoing Mentee Group Meeting	_____
	Evaluation	_____

IV. MODELS FOR INSTALLING MENTORING PROGRAMS

COMPASS

(COrporate Mentoring Program at Schenectady Schools)

Prepared by:
GE Elfun Society
Schenectady, New York
August 1990

compass

CORPORATE MENTORING PROGRAM AT SCHENECTADY SCHOOLS

PURPOSE

THE PURPOSE OF THE MENTORING RELATIONSHIP IS TO PROVIDE STUDENTS WITH OPPORTUNITIES TO DEVELOP THEIR INTEREST AND UNDERSTANDING OF MATH AND SCIENCE, TO EXPOSE THEM TO REAL LIFE APPLICATIONS AND CAREER OPPORTUNITIES IN THESE FIELDS, AND TO BECOME FRIENDS AND ROLE MODELS.

BENEFITS TO BUSINESS

CREATIVE OUTLET FOR EMPLOYEES

WAY TO CONTRIBUTE TO THE COMMUNITY, POSITIVE PUBLIC IMAGE

IMPROVEMENT OF SCHOOL SYSTEM

ACCESS TO A TALENTED LABOR POOL

DEVELOPMENT OF EMPLOYEE MANAGEMENT, COMMUNICATION AND PRESENTATION SKILLS

BENEFITS TO STUDENTS

INCREASED ENTHUSIASM FOR SCIENCE AND MATH

INCREASED CONFIDENCE, SELF ESTEEM AND COMPETENCE

IMPROVEMENTS IN STUDY HABITS, TEST SCORES AND GRADES

BETTER ATTENDANCE

INCREASED AWARENESS OF CAREER OPPORTUNITIES

HELP IN GETTING INTO BETTER COLLEGES

DEVELOPMENT OF SPECIAL INTERESTS, IE SCIENCE FAIR PROJECTS

FRIENDSHIP, ENCOURAGEMENT AND SUPPORT -- ROLE MODELS

ETC, ETC, ETC

WHO...

MENTOR: SCHENECTADY AREA GE EMPLOYEES INITIALLY WITH EXPANSION TO OTHER LOCAL BUSINESSES THROUGH THE CHAMBER OF COMMERCE

TARGET: SCHENECTADY CITY SCHOOL STUDENTS IN GRADES K THROUGH 12 WITH AN INTEREST/APPITITUDE IN MATH AND SCIENCE

WHAT...

MENTOR RELATIONSHIP GUIDED BY TEACHERS AND SCHOOL ADMINISTRATORS AIMED AT PROVIDING STUDENTS WITH OPPORTUNITIES TO DEVELOP THEIR INTEREST AND UNDERSTANDING OF MATH AND SCIENCE. AN INITIAL CATLYST TO THE PROCESS WILL BE ENVOLVEMENT IN THE INGENUITY CHALLENGE 300.

WHERE...

PROGRAM WILL INITIALLY TARGET FOUR SCHENECTADY SCHOOLS: MARTIN LUTHER KING, JR. MAGNET SCHOOL, ONEIDA MIDDLE SCHOOL, MONT PLEASANT HIGH SCHOOL AND LINTON HIGH SCHOOL.

WHEN...

SEPTEMBER 1990 HAS BEEN SCHEDULED FOR PROGRAM INITIATION. MENTORS WILL GO THROUGH A 6 TO 8 HOUR TRAINING SESSION AFTERWHICH THEY WILL BEGIN MENTORING AT THE SCHOOL OF THEIR CHOICE. A COMMITMENT OF 1 TO 2 HOURS A WEEK PER MENTOR WILL BE REQUIRED.

Monitoring is a proven teaching method. It has endured throughout every age of man as a highly valued and universally accepted teaching relationship: an experienced, trusted, mature person takes an interest in a younger, less experienced person and guides him/her through the often bewildering maze of conflicting life choices.

Today—with the variety of lifestyle choices perhaps greater than any time in history—the establishment of mentor programs has become an increasingly effective way to stimulate young people not only to remain in school but also to pursue interests towards the establishment of a creative and productive lifestyle. It has been estimated that business-school partnerships grew through the decade of the Eighties to over 142,000 co-operative ventures throughout the United States. Among the most effective of these partnerships are mentoring programs, the value of which may be indicated by a few examples:

- In Cincinnati, a partnership between GE and Aiken High School in the inner city aimed at guiding more students to college has seen the numbers go from three in 1985 to 65 in 1989.
- In a study of 400 teenagers participating in mentor programs across the United States, 57 percent said that their mentors helped them get along with their teachers better; 59 percent said their grades improved; and 52 percent said their mentors helped them resist drugs.
- In New York City, a mentor program aimed at reducing the city's staggering 45 percent dropout rate has been instituted, Labor Secretary Elizabeth Dole states the case for the establishment of the program when she said that mentoring can "keep kids in school, turn young lives around, impact on the social problems of our time, improve the quality of our work force, and insure America's continued economic competitiveness."

Locally, the GE Elfun Society, working with the Schenectady Chamber of Commerce and the Schenectady School System, is initiating a mentor program to focus greater interest in math and science. This program, incorporating many of the features of the Cincinnati and New york City programs, will be aimed at interested students from kindergarten through high school.

Currently, 63 percent of Schenectady high school graduates go on to some form of college experience; however, like the national norm, very few of these students take up the disciplines of mathematics or science. The long-range goal of the COMPASS mentor program is to increase the number of Schenectady students in math and science by giving these students a compass to guide them—that compass being a knowledgeable, concerned mentor.

For years, relationships based on nurturing, between teachers and students, supervisors and their charges—between those who know and those who do not—have occurred naturally, without outside intervention. The upsurge of formal mentor programs that have sprung up throughout the country is an attempt to focus this traditional learning/bonding relationship in a more meaningful way for larger groups of people. This is what COMPASS will attempt to do here in Schenectady.

To focus attention on and to stimulate greater interest in math and science, the COMPASS program will approach students from kindergarten through high school (K-12), working both in one-to-one as well as small group situations. The mission of the program is to create a greater awareness of and interest in careers in math and sciences.

Initially, students at four Schenectady City schools will be the focus of the program: Dr. Martin Luther King, Jr, Magnet School for Math, Science, Technology and Invention; Oneida Middle School; Mont Pleasant High School; and Linton High School. The students will be asked to work one or two hours a week with their assigned mentor(s) during school hours. These students—chosen from math or science clubs or because of other demonstrated interest/potential— will be assisted in projects assigned by the schools with their mentors. The mentors may, if it is deemed appropriate, take their mentee(s) to off-campus locations pertinent to the student(s) interest or the project upon which they are working. The overall aim being the establishment of a mentor bond by which career choices may be formulated within the math/science disciplines.

COMPASS will approach the students at the four schools differently:

- At Martin Luther King, the mentors will work in a classroom-oriented manner supporting the school curriculum. There will be less one-to-one mentoring at this school that at any of the others.
- At Oneida, the mentors will work both in group setting and with individual students. These students will be chosen from the Science and Math Clubs or from among those who have shown an early aptitude in math or science. The mentors may, in the course of their tutelage, work in conjunction with already established Elfun programs at Oneida.
- At Mont Pleasant, the mentors will work individually with students who are part of the Robot Technical Program. These are students who have demonstrated an interest in as well as an aptitude for science.
- At Linton, the mentors will also work on an individual basis with students from the math and Science Clubs or upon the recommendation of teachers and administrators.

Goals of the Corporate Mentoring Program at Schenectady Schools

1. To increase academic support by establishing meaningful one-to-one relationships between adult role models and students.

2. To increase career exploration and leadership development opportunities for students within the public schools.

3. To increase opportunities for developing an awareness/understanding of the work world and employment and to provide guided hands-on experiences within that world for high schools students.

4. To develop new strategies for providing interested students with opportunities to acquire and strengthen their academic skills in math and science.

5. To encourage and increase opportunities for the technical and social enrichment of school youth through the utilization of our business resources.

6. To reinforce hands on/real world knowledge of academic concepts.

Benefits for Program Participants

Students:

1. Better grasp of science and math concepts and better understanding of real world application of abstract concept.
2. Enthusiasm for science and math; increased participation in science and math classes and in science and math activities inside and outside school; more interest in school.
3. Increased confidence, self-esteem and competence; enhanced maturity; decreased "science or math anxiety"; increased pride in specific activities
4. Improvements in study habits; improved grades, test scores, and passing rates for standardized tests on practical applications of knowledge.
5. Better attendance
6. Increased awareness of career opportunities; help in getting into better colleges; summer/vacation/part-time employment.
7. Development of special interests; help with math or science fair projects; opportunity to see and use equipment that schools don't have/cannot provide; early development of good research practices and techniques.
8. Friendship, encouragement and support; role models—especially for disadvantaged students; showing that academic success is OK; avenue for youths to talk to adults about problems at school or at home.

Teachers:

1. Help in covering the assigned curriculum; concrete examples of science and math applications for classroom use; new approaches and ideas that can be incorporated into examples for teaching concepts.
2. Familiarization with recent developments in science and math; knowledge of technical sills and abilities students need to prepare for technical careers.
3. Simulation of teacher interest in science and math and increasing capabilities to teach these subjects (especially important in elementary schools that sometimes lack science and math specialists); increased morale.
4. Interaction with other professionals; respect and recognition for their efforts; higher self-esteem; increase in motivation and enthusiasm; rejuvenation.

School System:

1. Expansion of educational opportunities for students; help in conveying message that specific points being taught in math and science programs are important for success.

2. Increased community support for school system.
3. Variation in the typical teaching method and setting, adding another dimension to classroom instruction.
4. Better student attendance on partnership days.
5. Contacts that can lead t a variety of assistance—gifts, donations of equipment; purchases of video tapes and other special teaching material, persons to serve on curriculum advisory committees.

Volunteers:

Enjoyment from working with students and seeing them learn; sense of social responsiveness and contribution to the community; improving the school system attended by volunteers' children; understanding of what is going on in school today; help students understand that researchers and scientists are real people doing useful work.

Businesses:

1. Creative outlet for some employees; access to school facilities and special programs.
2. Way to contribute to the community; positive public image with students, school officials and parents and a way to help overcome any negative views about a company on the part of a community; increased public understanding of business community and appreciation for some of its problems.
3. Improvement of the school system, which is helpful in recruiting new employees.
4. Access to a talented labor pool—students and teachers; enlargement and enhancement of the future job applicant pool.
5. Development of employee management, communication, and presentation skills; a mechanism for team-building.

Summary of Mentor Programs' Experience

Science and math mentorship programs have achieved wide acceptance and have proven to be valuable learning relationships. A study that reviewed 24 different partnerships in 18 communities reported that "teachers, volunteers and students reported that the students were more interested in and enthusiastic about science and math as a result of these partnerships."

The study encouraged business partners (of a mentor program) to commit to at least the equivalent of one class hour a week over a full semester for each volunteer. The report finishes as follows:

> "The benefits derived from even limited partnership involvement can be important, however. Generating positive feelings about science and math can leave students more favorably disposed to these subjects in the future. Providing help for students with academic problems can help prevent these students from experiencing even greater problems in later grades. and can alleviate immediate difficulties. Providing exposure to the uses of science and math in various workplace settings can help convince students that they should pay attention to these subjects while in school.
>
> Above all, students seem eager for activities that add variety, break up monotony, and show that people care about them. This is likely to be especially important to disadvantaged youth."

In conclusion, the following seem to be the factors which are particularly important for successful mentoring partnerships:

1. Allow time for the partnership to develop; don't expect miracles overnight; don't require it to produce major benefits in one semester or even one year.

2. Pay attention to details such as developing smooth operating procedures, clearly delineating responsibilities and assignments, setting schedules, and establishing back-up arrangements and procedures.

3. Assign responsibility for the overall partnership effort to school or business coordinators. Do this formally to institutionalize the partnership. Give those people time and support to implement the partnership.

Telephone 212-583-3200

229 CIS

THE DR. ROLAND N. PATTERSON INTERMEDIATE SCHOOL
275 Harlem River Park Bridge
The Bronx, New York 10453
"A Nationally Recognized School"

Felton M.Johnson
PRINCIPAL

Willie Moore
Steven Issman
ASST. PRINCIPALS

Dr. Roland N. Patterson, Intermediate School 229, Bronx

Advanced Studies Mentors Program

The Dr. Roland N. Patterson Intermediate School 229 is located at 275 Harlem River Park Bridge in the Southwest Bronx, New York. It is situated in what is considered the poorest congressional district in the United States. Its 750 students are from minority backgrounds: 75% black and 25% Hispanic. It is not a magnet school, drawing its students population from a predetermined zoned area in School District Nine. Since opening in September 1977, reading levels of students have risen from 29% reading on grade level to over 71% reading on grade level.

In 1984, the New York State Commissioner of Education nominated CIS 229 for the National Secondary School Recognition Program. It was the only New York City intermediate/junior high school and one of only nine intermediate/junior high schools to be nominated state-wide for the program. It also was the only nominated school that has an all minority student population.

4. To avoid monotony and partnership deterioration, periodically inject new content and new approaches into the partnership.

5. Encourage volunteers to use "hands-on" participatory work that requires the students themselves to do some work. Scientists and engineers, in particular, should be able to provide such activity for students.

6. Make sure that volunteers and teachers communicate with each other regularly—to help the volunteer overcome problems, to provide expeditious feedback about problems such as talking over the heads of students, and to encourage volunteer reliability.

7. Provide for regular monitoring, and periodic evaluation, of each major partnership effort. Use the findings from these activities to modify and improve the partnership.

In 1986 the school was again nominated by the New York State Commissioner of Education for the National Secondary School Recognition Program. It was one of only sixteen intermediate/junior high schools state-wide and one of two to be nominated from New York City. In May of that year, CIS 229 was selected by the United States Secretary of Education as one of only ninety four intermediate/junior high schools from across the United States to be cited for excellence. It was honored with other schools in a ceremony at the White House hosted by the President of the United States.

Principal Felton Johnson has identified the main factors that have made his school particularly effective. They include the use of mastery learning, an instructional approach that gives students who fail to master a skill or concept a second chance to learn and to achieve mastery. Another important factor is the emphasis on reading as a major subject (with a focus on writing) for all students in addition to the required Language Arts instruction. Other factors that have made the school effective include a major performing arts program which has a learning-through-theater component and the Strivers for Success Program, which is a high school articulation and preparation program that has resulted in more than $2.8 million in scholarships for students to attend prestigious private high schools. The Advanced Studies Mentors Program is also an integral part of the strategy to make the school effective and successful.

The Advanced Studies Mentors program was identified and developed as a new area essential to the growth of some of the school's more advanced students (although there is a recognized need for all students to have a mentoring experience, the logistical and administration requirements for this one on one approach to mentoring precluded involving more than twenty students a year in the program). The need is for this group of top students to learn to conduct independent research to develop their creative and critical thinking skills, to demonstrate individual responsibility, to participate actively in the decision-making process, to develop self-confidence, and to exhibit qualities of initiative and leadership. The program is structured and implemented so that the activities and projects of the program students will have an impact in the school. This occurs when the results of students' research is shared with others during class and at special assembly programs.

The concept of the Advanced Studies Mentors Program is based on the premise that students need to be exposed to role models and mentors that may not be readily available in their immediate neighborhoods. Exposure to mentors in various career fields will help students to crystalize their career aspirations by working with and observing mentors in their place of work. Students also gain insight into the characteristics of leadership since mentors are chosen from individuals who are recognized leaders in their professions.

Students identified for the program must meet with the mentor once a week for a period of three months (February-April). During that time students develop projects with mentors, do research on the projects and submit written reports at the end of that time for a grade. Prior to meeting with mentors, students work on improving their research skills and techniques under the supervision of the program coordinator.

The results of the program have been extremely encouraging. Both the mentors and mentees have gained tremendously from their experiences. The majority of the students involved in the program have gone on to attend some of the best public and private high schools in the country. A partial list of the students that have been involved in the program is attached. It includes the names of mentors, career interests of students, subjects of research projects and the high schools where students are currently attending.

Telephone 212-583-3300

275 Harlem River Park Bridge
The Bronx, New York 10453

Felton M. Johnson
PRINCIPAL

A.S.M.P. - ADVANCED STUDIES MENTORS PROGRAM

1987

STUDENT	MENTOR	FIELD	RESEARCH/PAPER/PROJECT
Steven Gonzalez (Exeter Academy)	Kenneth Berenson Dog Trainer Science Teacher	Medicine (Veterinary)	"Puppy Aptitude Testi:
Jason Hundley (Brooklyn Tech)	Terri Lewis, IBM Director of Personnel	Computers	"Computer Maintenance
Jack Ramdas (Manhattan Center)	G.E. Reilly, V.P. IBM	Computers	"Computer Maintenance
Alex Rodriguez (Cushing Academy)	Dr. Beverly Anderson Pediatrician	Medicine	"Immunization"
Nelson Rodriguez (Exeter Academy)	Jerald Posman, Deputy Financial Affairs NYC Board of Education	Finance	"NYC Board of Educat: Budget Proposal"
George White (Gunnery)	Justice Ivan Warner Bronx Supreme Court	Law	"The Constitution an Courts"
	Eric Toppin Law Clerk	Law	
Leticia Bradford (Manhattan Center)	Justice Elbert Hinkson Bronx Supreme Court	Law	"A Consideration of Punishment"
	Robert Torres Law Clerk	Law	
Norma Brown (John F. Kennedy Gateway to High Education)	Kenneth Thompson Lawyer Bronx Surrogate Court	Law	"Surrogate Court"
Juanita Clarke (John F. Kennedy Gateway to Higher Education)	Helen Amos Branch Manager IBM	Computers	"Computers in Educa

STUDENT	MENTOR	FIELD	RESEARCH/PAPER/PROJECT
Tonya George (Northfield Mount Herman)	John Grimes Deputy Commissioner NYC Police Department	Law	"Drug Testing"
Michele Green (Fashion Industries)	Frank Turner, RA Registered Architect	Architecture	"Architecture: A Plan"
Emma Irizarry (Concord Academy)	Laura Durkin City Editor Times-Mirror	Journalism	"Drug Testing"
Rosita Negron (Manhattan Center)	Dr. Bessie Watkins Clinical Psychologist	Medicine	"IQ Testing - WISC"
Gail Phillips (John F. Kennedy Gateway to Higher Education)	Adrienne Findlay Manager ABC Television	Advertising	"Controversial Advertis
Cindee Pompey (Tilton)	Laura Durkin City Editor Times-Mirror	Journalism	"Teenage Pregnancy"
[redacted]asha Jenkins (Tilton)	Rochelle Evans Director Times-Mirror	Journalism	"Illiteracy"
Marines Delgado (John F. Kennedy Gateway to Higher Education)	Dr. Barbara Justice Surgeon	Medicine	"Diabetes"

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The Bronx, New York 10453

Felton M. Johnson
PRINCIPAL

A.S.M.P. - ADVANCED STUDIES MENTORS PROGRAM
"1988"

STUDENT	MENTOR	FIELD	RESEARCH/PAPER/PROJECT
Benjamin Anamen (Andover)	Joseph Wargacki Con Edison	Engineering	"Electrical Safety"
Kischa Askew (Ethel Walker)	Dr. Jacqueline Avin Pediatrician	Medicine	"Lead Poisoning"
Steve Bennett (DeWitt Clinton)	Gerald Reilly Vice President-I.B.M.	Computer	"Lotus Software Applications"
Lawrence Brown (John F. Kennedy)	Justice Antoniu BrandVeen Bronx Supreme Court	Law	"Plea Bargaining"
Joel Cabassa (Manhattan Center)	Gerald Reilly Vice President-I.B.M.	Computer	"PC Repair"
Lisa Delgado (Manhattan Center)	Rochelle Evans Director/Times-Mirror	Journalism	"Teen Pregnancy"
Shirline Fuller (Masters School)	Addie Letwin President-Painting the Town	Business	"The Worst Day of My Life" (Children's Book)
Ali Gallion (Westminster)	Dr. Muriel Petioni Pediatrician	Medicine	"Disease, Mortality and the Black Populatic
Federico Garcia (John F. Kennedy)	Justice Ted Martin Bronx Supreme Court	Law	"A Consideration of Capital Punishment)
Natasha Gordon (Ethel Walker)	Dr. Beverly Anderson Pediatrician	Medicine	"Varicella-Chicken Pox"
Kyshan Harrell (Manhattan Center)	Laura Durkin City Editor/Times-Mirror	Journalism	"Teen Pregnancy"
Alicia Hurtado (Masters School)	Mary Ellen Shearer Administrative Editor Times-Mirror	Journalism	"Right to Die"

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STUDENT	MENTOR	FIELD	RESEARCH/PAPER/PROJECT
Maisha James (Ethel Walker)	Dr. Bessie Watkins-Duncan Clinical Psychologist	Psychology	"Stress & Teen Suicide"
Wanda Johnson (Westover)	Justice Elbert Hinkson Bronx Supreme Court	Law	"Miranda Decision"
Marcus Mack (Manhattan Center)	Addie Letwin President-Painting the Town	Business	Product Development "Cheek 'n' Chin"
Berzet May (John F. Kennedy)	Kenneth Thompson Lawyer Bronx Surrogate Court	Law	"Child Surrogacy"
Patricia May (Manhattan Center)	Gerald Reilly Vice President-I.B.M.	Computers	"Programs"
Jessica Matias (Andover)	Dr. John Mitchell Opthamologist	Medicine	"Glaucoma"
Solomon Oyeyemi (Tilton)	Justice Ivan Warner Bronx Supreme Court	Law	"Jury Selection"
Kisha Parris (Northfield)	Justice Nicholas Figueroa Bronx Supreme Court	Law	"Child Abuse"
Wadiya Peterson (Suffield Academy)	Gerald Reilly Vice President-I.B.M.	Computer	"Parts of the Computer"
Ivory Whitten (Suffield Academy)	Justice Robert Johnson Bronx Criminal Court)	Law	"Alternative Sentencing

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PROFILE OF J.H.S. 164 1988 - 89

I. CURRICULUM

A. LANGUAGE ARTS
1. Ginn Reading : World of Reading, Design for Writing
2. McDougald-Littell Literature/Design for Writing
3. Test Sophistication Program (Power Hour)
4. Library Media Center
(Concentrating on Research Skills)
5. Drama
a. Choral Recitations
b. Special Assembly Programs
6. Essay Contests
7. Spelling Bee
8. Publications
a. Yearbook - Laurel Leaf
b. News Magazine - Retrospect
9. Book Fair
10. Vocabulary and Comprehension Tutoring
for Special High Schools
11. Poetry Contest
12. Reading is a Great Adventure
13. Class Trips to Broadway Shows

B. MATHEMATICS
1. College Prep Sequential Math
2. Tutoring for Special High School Examinations
3. Computer Math
4. Math Team

C. SCIENCE
1. Sixth Grade STEPS Program
2. Seventh Grade Life Science
3. Eighth Grade Life Science

D. SOCIAL STUDIES
1. Symphony Space American History Project
2. Special Assembly Programs
3. Special Trips

E. ARTS EDUCATION
1. Harlem School for the Arts Outreach Program
(Instrumental, Music, Dance, Vocal Music)
2. The Arts Connection
3. NYU Creative Arts Team
4. Art Contests
5. Portfolio Preparation
6. District Art Fair

F. FOREIGN LANGUAGES
1. Spanish - Beginning and Advanced
2. French

G. VOCATIONAL AND SHOP PROGRAM
   1. Home and Career Skills
   2. Spring Fashion Show
   3. Technology
   4. Keyboarding

H. COMPUTER LAB
   1. Literary Classes
   2. Programming in Basic
   3. Word Processing
   4. Lunch Tutorial

II. THE BILINGUAL PROGRAM
   A. Bilingual Subject Classes
   B. Small Group Tutorial Instruction
   C. E.S.L. Lab
   D. Bilingual Spelling Bee
   E. Bilingual Essay Contests
   F. Team of Teachers, Paraprofessionals and Coordinator
   G. Follow-up Assistance after placement in monolingual classes

III. THE COLLEGE PREP ACADEMY

IV. SCHOOL BASED HEALTH CLINIC (SBHC)
   A. Comprehensive Health Services for Students
   B. First Aid Course After School
   C. Mentoring Program
   D. Career Awareness Speakers

V. STUDENT ACTIVITIES
   A. Student Government
      1. Class Officers
      2. Installation Ceremony
      3. Student Council Meetings

   B. Physical Education
      1. Gymnastics
      2. Basketball
      3. Track
      4. Volleyball

VI. SPECIAL PROGRAMS
   A. Special Assembly Performances
      1. Puerto Rican History Week
      2. Martin Luther King Jr. Birthday
      3. Dominican Independence Day
      4. Black History Month
      5. Honor Assemblies

   B. Special Events
      1. Faculty Christmas Production
      2. Arista Installation Ceremony
      3. Honor Roll
      4. Spelling Bee
      5. Faculty Basketball Game
      6. Valentine's Dance

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A PILOT SIXTH GRADE MENTORING PROGRAM

Stitt Junior High School 164 located in Washington Heights, New York, is an inner city 6th, 7th, and 8th grade intermediate school currently operating at approximately 125% of its capacity. While the overwhelming majority of our incoming students enter Stitt far below grade level in reading and mathematics, some are on grade level.

The program that we offer our students is diverse and is designed to meet their individual needs. It ranges from special and remedial education to grade-level instruction to college preparation. (See "Profile of JHS 164" for detailed description.)

Our 6th grade students come to 164 from a basically self-contained classroom environment in which they have lived for approximtely five years. Our sixth graders are required to travel greater distances to their new school. Upon entering an intermediate school, they are faced with the challenging tasks of adapting to a departmentalized program. They are required to adjust to many new teachers and students at the same time as dramatic physiological, emotional and social changes are taking place in them.

Clearly, supportive services must b in place for these young students in order to ensure a smooth and successful transition from an elementary to an intermediate school environment. The exciting and dynamic education progam at IS 164 has been geared expressly to enrich the instructional environment of our school.

The introduction of a mentoring program for 6th grade students will enhance their ability to adjust to their new school setting. It is expected that the introduction of mentors will assist in the transition of these students. By piloting a mentoring program for incoming sixth grade students, base line and post-intervention data will be provided to determine how the program should be modified and expanded.

The broad goals of the mentoring program are to sustain and encourage the students' interest in learning on several levels as well as to assist them with their personal growth and development.

In order to develop a positive self-image, the student needs to be encouraged to develop skills and tolls which will

enhance this idea. The mentors' experience and support will promote and increase the students' self-esteem.

The commitment and active participation of the mentors on a regular basis becomes crucial to the students' success. By encouraging regular school attendance, competency with school work, friendly socialization, acceptance of appropriate social values, and a feeling of caring, the mentor's role should have far reaching influence with significant learning implications.

The following are specific goals and objectives:

1. To provide attention and support to school-aged young students from older, caring, more experienced individuals.

   a. Each student in the program will meet at least two (2) hours per week with his/her trained mentor.

   b. Each student will participate in sharing personal goals and plans with a mentor.

2. To broaden the network of support that each student has available to him/her.

   a. By the end of the school year, each student will be able to identify two new people upon whom he/she may call for advice.

   b. By the end of the term, each student will know by name, location and job function two or more school personnel and how these adults may be of service to them.

3. To encourage and increase opportunities for the cultural and social enrichment of students.

   a. By the end of the year, each student will be able to identify three new resources or agencies--at least one in his/her own borough.

   b. By the end of the year, each student will have helped plan and carry out at least one excursion to a New York City cultural institution.

   c. By the end of the year, each student will be able to name at least one organization for teenagers, what services it provides and its requirements for membership.

4. To assist students to develop effective communication and life skills.

   a. Each student will engage in letter writing to his/her mentor or a civic or community leader.

b. Each student will master one new urban survival skill such as plotting a course on a subway map, filling out an application, taking a telephone message correctly, etc.

An initial group of 25 sixth grade students will be selected and invited to join this "Club," subject to parental approval, which would initiate them to the world of work. Mentees would be allowed two to three hours of release time each week to visit their individual mentors at his/her work site. Students would travel together to the site. Students would be involved in a variety of activities including:

- o Observing their mentor completing his/her work assignments.
- o Talking with their mentor about personal problems, feelings and relationships with teachers, peers, parents.
- o Reviewing specific areas of school life such as academic performance and social interaction (both successes and difficulties).
- o Participating in trips both within and outside of the worksite (e.g. visiting intra-agency departments, museums, etc.)

At different times, the mentors should visit the school to observe, interact, and to mentor the student in their school environment. Students would be encouraged to invite/arrange for their mentor to visit and lead discussions during classtime on relevant topics. Students would also be required to participate in weekly group meetings with the mentoring Coordinator in order to reflect on the previous week's experience at their worksites.

Activities that promote family involvement between mentors and mentees will be encourged. Weekly mentee discussion groups will be arranged through the Coordinator to help the students learn, share and develop problem-solving skills. Each mentor is expected to spend at least two hours per week for one year with their respective mentees.

This project requires the services of a Coordinator who will ensure that the goals and objectives are met. The implementation of this program will include, but not limited to the following:

1. Arranging an orientation session for mentors and mentees.
2. Pairing/matching mentors and mentees
3. Notifying all affected personnel that specific

students have been assigned to mentors at different dates and time.

4. Monitoring the progress that takes place with the mentor/mentee.

5. Meeting formally and informally with mentors/mentees, other school personnel, as well as other personnel outside of the school to augment the efforts of the mentor/mentee relationship.

6. Obtaining active consent from parents to enable students to participate in the mentoring program.

7. Providing ongoing feedback to parents and other interested parties regarding the progress that is being made.

8. Ensuring that mentors and mentees have a comfortable place in which to work.

9. Establishing a schedule of activities that each mentor is planning with each mentee.

10. Conducting weekly discussion groups with mentors and mentees to enable them to reflect on their work.

11. Monitoring the academic and social progress of the mentees (quizzes, tests, exams, standardized test results, referrals to dean, attendance, punctuality, etc.)

12. Using a questionnaire for both mentors and mentees, we ensure that ongoing evaluation procedures are in place, and to make sure that adjustments are made to best meet the needs of the mentees.

13. Establishing a basis for the mentoring experience to continue once the student has left the sixth grade.

14. Conducting bi-monthly meetings with the parents of the mentees, mentors, and their students to help them become more actively involved in their children's eduation.

Despite the problems and sometimes overwhelming needs of our students, we must--and do--put forth Herculean efforts to let our children know that they are special, that they can achieve, and that they will make contributions to our society.

We have every expectation that the addition of this promising program will be a constructive force in helping us accomplish our mission to educate all of our children.

V. EVALUATING YOUR MENTORING PROGRAM

7

PROGRAM EVALUATION

Schools should conduct periodic reviews of their programs. These reviews should use a number of data collection methods and techniques to form a balanced quantitative and qualitative picture of the program.

The results of the review should be reported in writing to the Regional Coordinator.

The results of the review must be the basis for directing the future course of the program, and will dictate where the effort of the staff and volunteers should be focused.

Conducting Program Reviews

A school should conduct an evaluation of its mentoring program to determine progress, uncover problems, revise existing goals and formulate new objectives. The reviews should be planned in advance (6, 12, 18 months or more) and should be conducted both by program staff and people not connected with the day-to-day operations of the mentoring program, working together in a spirit of honesty and cooperation.

In conducting the evaluation, questions should be developed which will examine each phase of the mentoring program. These questions may include:

- Do all of the volunteers (including mentors) have written descriptions of their duties and the program expectations?
- Have volunteers received evaluations of their performance and what has been the result of these evaluations?
- How many positions have not been filled?
- What is the average time volunteers have served?
- Have volunteers received the training specified in the program design?
- Have orientation and training programs for the community been carried out?
- Have existing programs been improved and extended?
- Has youth behavior changed as desired?

Adapted 12/90 from Abell Foundation Mentor Manual

Program records and questionnaires can provide quantitative data which is useful in determining group gains. The reviewers should conduct interviews with mentors and mentees in order to obtain qualitative information concerning best and worst case situations. Both types of data are useful in improving the program and in deciding future directions.

Mentors and mentees should be asked to specifically comment on the value of their training, their experiences when being recruited, the encouragement and support they receive, their perception of their role in the program, and whether they feel appreciated.

Reporting The Results of The Review

Depending upon the capacity of the school, the experience of the staff and volunteers, and the nature of the records maintained, there will be variability in the degree of sophistication of the evaluation process each program undertakes. What is of greater importance is that some planned review /assessment/evaluation be conducted so that some sense of where the program "*is*" can be obtained.

The critical feature of any review is that it provide the best possible information that could have been collected under the circumstances, and that this information meet the credibility requirements of its audience.

There is no point in conducting a review if no report is made. Those conducting the review should plan on making a written report to the New York State Mentoring Program. The report should be brief, factual, and present the reviewers findings and recommendations. Care must be taken to protect the confidentiality of the information that was gathered.

The Next Steps

> *"If you don't know where you are, how do you know where you are going? If you don't know where you are going, any road will get you there."*

Once the review is in hand, the program administrators must develop a course of action based upon the findings. Even in the best case situation, where the report accurately reflects that there are no major problems, and that all goals and objectives are being met, there will be questions concerning what is next? Does the program continue what it has been doing until there is a problem? Will the staff and volunteers get bored? Does the program build upon its success and attempt to take on additional components and activities? Do we take a chance and maybe fail?

V. EVALUATING YOUR PROGRAM

Both process and outcome evaluations are used to assess how well the program is doing:

PROCESS EVALUATION

Here, the focus is on exactly what the program is doing. For example, information is collected on:

- number of mentors recruited
- number of mentees seen
- how long they have been in the program
- intensity of contacts (e.g., weekly one-hour sessions)
- nature of services provided
  - list of activities for mentors
  - list of activities for mentees
  - list of joint activities
- nature of mentor/mentee contact

Process evaluation can help you evaluate if your program is working as planned. It will also help you make decisions about how to improve the program. This kind of evaluation is most important after the first year of operation.

OUTCOME EVALUATION

This type of evaluation is designed to answer two questions about the people served by the program:

- Are they different in some way after a period of exposure to the program?
- Are they different because of their exposure to the program?

The differences should be directly related to the goals and objectives of the program. Outcome evaluation will tell whether you have successfully met your goals--important information for staff, funding sources, media, etc.

There are several ways to evaluate outcomes:

- questionnaires
- teachers' ratings
- school records

No matter what method (or combination) you use, make sure it is producing valid, reliable information.

Since evaluation is a complex issue, you will find the services of an experienced program evaluator to be helpful.

There are several ways to evaluate the outcomes of your program. A sampling of models is listed below:

■ EXPERIMENTAL

Youth are randomly assigned to one of two groups: "treatment" (those in the program) and "control" (those not in your program). Group differences are evaluated after exposure to the program.

Potential difficulties:

- often impractical, difficult
- can create ill will among referral sources since youth in the control group do not receive services

■ MULTI-LEVEL INTERVENTIONS

The program offers several levels or combinations of services, then randomly assigns youth to one "treatment" group.

Potential difficulties:

- labor intensive
- if all of the "treatments" offered have some effect, you may find no differences among the groups

■ QUASI-EXPERIMENTAL

Adapted 12/90 from Abell Foundation Mentor Manual

There is a "treatment" and a "control" group, but youth are not assigned randomly. The groups occur naturally -- such as in classrooms. Mentoring programs operate in one or more classrooms and choose comparable classrooms where mentors are not assigned as "controls". A pre-test given to both groups determines how similar they are. After services have been delivered for a period of time, a post-test compares the differences between the groups.

■ EDUCATIONAL

Individual objectives are set for each mentee; then achievement is measured.

> **HINT**
>
> In **Big Brothers/Big Sisters**, an individual plan is developed for each young person in several areas: school, career, community, personal, etc. Mentors meet regularly with staff to evaluate youth's progress in each area.

■ OUTSIDE EVALUATION

Someone who is independent of the program evaluates its success:

- achievement of goals and objectives
- criteria set by the independent evaluator

■ COST-EFFECTIVENESS

The financial benefits associated with the outcomes of the program are evaluated.

NOTE: ***The advice of an experienced evaluator as you are planning your mentoring program can help ensure that the program's outcomes are evaluated properly. Continued funding may depend on such information.***

BEST COPY AVAILABLE

NEW YORK STATE DECADE OF THE CHILD

MENTORING PROGRAM

Matilda R. Cuomo
First Lady
Founder. NYS Mentoring Program
Chairperson. NYS Mentoring Advisory Committee

Jane Brody
Executive Director
NYS Mentoring Program

PROGRAM REPORTING AND EVALUATION

Program evaluation is vital to individual, local programs to help them assess whether their programs are working according to plan (is the process working?) and whether they are meeting their goals and objectives (outcome evaluation.) Evaluation is also important to help Regional Coordinators and Chairpeople examine and compare individual programs so that successful experience can be applied to other schools. For the same reason, it is vital that the New York State Mentoring Program receive evaluative information, both on an individual and some uniform basis, so that successful methodology can be replicated and overall success can be communicated to the general public.

Evaluative data can take the form of measurable, quantifiable factors such as number of mentor/mentee matches,number and intensity (that is hours) of contacts, or improvement in grades, attendance and or test scores. It can also reflect individual "success stories", in which individual mentoring programs or relationships can be profiled to show positive results for the mentoring concept.

Data to be collected should meet these criteria:

. be easy to collect
. be measurable, except for subjective experience reports
. indicate whether the process is working as planned
. indicate the effects of the program on the people served
. be directly related to the goals and objectives of the program

We have developed some mentor and mentee feedback forms and a monthly reporting form which should be used by School Coordinators as they start up their programs. Actual experience may suggest changes to ensure a meaningful and uniform reporting format.

New York State Mentoring Program • 11 West 42nd Street. 21st Floor. New York. NY 10036
Telephone: 212/790-2425 • FAX: 212/790-2545

SCHOOL COORDINATORS REPORT #1

PROCESS EVALUATION

1. Have mentors been given written descriptions of their duties and program expectations?_____

_____

2. How many mentors are involved in the program? _____

   What was the goal? _____Are more mentors needed?_____

3. How many mentees are involved in the program?_____

   What was the goal?_____

4. How many mentor/mentee matches have been made?_____

   - How often do they meet?_____
   - How long do meetings usually last?_____
   - What types of activities are mentors and mentees engaged in?_____

_____

_____

_____

5. How have parents been involved in the process?_____

_____

6. Describe any ways that you might improve the program design._____

_____

_____

_____

7. Please be sure to attach a copy of your mission statement, including the goals and objectives.

8. Have you devised a system which tracks the time and place of each mentoring session for each student?

9. Are you keeping an attendance log?

SCHOOL COORDINATORS REPORT #2

1. Have any mentors dropped out?_____

   If yes, how many?_____

2. Have any mentees dropped out?_____

   If yes, how many?_____

3. Have you been able to recruit new mentors or mentees in a timely manner?_____

4. Have you had a mentor group meeting?_____

   Are any more scheduled?_____

5. Have you had a mentee group meeting?_____

   Are any more scheduled?_____

6. What problems have been encountered, if any? Describe:_____

   _____

7. Have they been resolved?____How?_____

   _____

8. Please indicate the level of support you have received from the Regional Coordinator?_____

   _____

9. What other support might be necessary?_____

   _____

   _____

10. Additional comments/suggestions:_____

    _____

    _____

    _____

SCHOOL COORDINATORS REPORT #3

OUTCOME

1. How many of the mentors have returned feedback forms?_____

2. How many of the mentees have returned feedback forms?_____

3. Have you been able to obtain teacher rating/feedback?_____

4. Are the mentees different in some way after a period of exposure to the program?_____

   _____

   Do you attribute these changes to the mentor/mentee relationship? Describe._____

   _____

   _____

   _____

5. Do you feel that the program goals and objectives have been met? Describe/explain (e.g., test scores increased, absenteeism decreased, etc.)_____

   _____

   _____

   _____

   _____

SUCCESS STORIES

Please enclose copies of any comments made by mentors or mentees that would indicate positive effect of the program.

Please enclose any letters, teacher comments, press clippings, news of awards, etc., that you feel are illustrative of program operation and overall positive effect of the program.

6. Would you be interested in continuing the program?_____

MENTOR FEEDBACK QUESTIONNAIRE

1. When did you begin this mentoring relationship?_____

2. How often do you see your mentee?_____

   How long do meetings usually last?_____

3. Describe in general some of the activities or conversations you have shared with your mentee. (Please do not divulge anything said to you in confidence.)_____

4. Are there other types of activities you would like to share with your mentee?

   Describe._____

5. Have you seen a change in your mentee's behavior and/or attitudes? Describe briefly._____

6. Do you think your training was adequate? Comment._____

7. Do you feel you are receiving the support and encouragement you need?_____

   Would you be interested in joining a mentor discussion group?_____

8. Have you had to refer any problems to the school coordinator?_____

   If so, do you feel there was a successful resolution?_____

   _____

9. Please express any general comments or feelings about the program. Are there things you believe should be included or eliminated that would make the program more effective?_____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

MENTEE FEEDBACK QUESTIONNAIRE

1. When did you begin seeing your mentor?_____

   _____

2. How often do you see your mentor? _____

3. How long do your meetings usually last?_____

   _____

4. Describe some of the things you do with your mentor.

   - What do you talk about?_____

     _____

   - What activities do you like best?_____

     _____

   - What other activities would you like to share with your mentor?_____

     _____

     _____

5. Is your mentor helpful to you?_____ How?_____

   _____

   _____

   _____

6. How has seeing your mentor has made a difference in

- your schoolwork? _____
- your dealings with your friends? _____
- your relationship with your parents? _____
- your relationship with brothers and sisters? _____
- your career interests? _____

7. Has your mentor met your parents?_____

8. Would you be interested in meeting with other mentees?_____

9. What other special projects or programs are you involved with in your school?_____

_____

_____

_____

_____

_____

10. How do you think we can make the program better?_____

_____

_____

_____

_____

_____

_____

Matilda R. Cuomo
First Lady
Founder, NYS Mentoring Program
Chairperson, NYS Mentoring Advisory Committee

Jane Brody
Executive Director
NYS Mentoring Program

PARENT QUESTIONNAIRE

1. Did you attend the mentoring program orientation?_____
2. Have you met your child's mentor?_____

   How often?_____
3. Do you feel that the relationship between you, your child, and his/her mentor has positively influenced your child's school work?_____

   Relationships with friends?_____

   Relationships with family?_____

   Career interest?_____
4. Would you like to see your child continue in this program?_____
5. Other comments/suggestions?_____

_____

_____

_____

_____

_____

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